DOCUMENT RESUME

ED 147 580 95 CE 013 995

TITLE	POR FIN (Program Organizing Related Family Instruction in the Neighborhood).
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[71]
GRANT	0-70-5159-324
NOTE	117p.; The project was sponsored by the Bexar County Adult Continuing Education Program
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Adult Students; Comparative Analysis; Demonstration Programs; Demonstration Projects; *Educationally Disadvantaged; Educational Research; *Field Interviews; Home Visits; Interviews; *Mass Media; Methods; Methods Research; Program Development; *Program Effectiveness; *Student Recruitment
IDENTIFIERS	Texas (San Antonio)

ABSTRACT

A project was undertaken in San Antonio, Texas, to develop a recruitment approach which would be more effective than the traditional mass media approach in recruiting hard-core undereducated individuals into adult education classes. An experiment was designed to test a recruiting method which would employ a personal, face-to-face interview technique. Two groups of eighty subjects, one experimental and the other control, were selected from the parents of children enrolled in bilingual classes. Utilizing background information obtained during initial interviews of the experimental group, a face-to-face interview technique and supportive materials were developed. This recruitment package was utilized during home visits made to the experimental group in a recruitment effort. Two weeks later a second visit was made in which other promising recruiting techniques were employed. Approximately 37% of the experimental group enrolled in classes as compared to 2.4% from the control group which was subjected only to mass media recruiting efforts. Chi-square analysis of the results revealed a significant difference in the number of individuals enrolled into class when a face-to-face technique is employed, as opposed to nonpersonal methods of recruitment. The techniques and methods that were developed resulted in a seven-page guide designed for recruiting disadvantaged adults. (The guide and other project materials are included in this report.) (EM)

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POR FIN

(Program Organizing Related Family Instruction In The Neighborhood)

A Research Demonstration Project

Sponsored by the

Bexar County Adult Continuing Education Program

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The project herein was supported by a grant from the Department of Health, Education, and Welfare, Office of Education. Office of Education Grant Number 0-70-5159 (324)

CE 013 995

ABSTRACT

The Model Neighborhood Area of San Antonio, Texas, has a population of 124,000 residents; 84,000 (67%) are functionally illiterate. The great majority of these illiterate residents are adults who could benefit greatly from attending adult education classes.

The Por Fin Project had as its primary research objective the development of a recruitment approach which would be more affective than the traditional mass media approach in recruiting hard-core undereducated individuals.

In order to acquaint itself with prevailing recruitment methods and to assess the affectiveness of these methods, the Por Fin staff made contact with Project SER, Concentrated Employment Program, Teacher Corps, Texas Employment Commission, and other agencies serving the area's indigent. In addition, several well-known authorities on the culture of the barrio-dwelling Mexican American made presentations to the Por Fin staff. Question and answer discussions followed the presentations. These sociological and educational consultants were utilized throughout the program year to insure adherence to proper scientific research protocol and to evaluate staff activity.

With a sound foundation thus established, the project initiated a pilot study. During this period, hard-core individuals were recruited into classes by members of the staff. It was deemed that an actual recruiting and teaching experience was necessary to become totally aware of the length and breadth of the recruitment problem as it affects the potential student, the recruiter, and the teacher.

Contact was made with the San Antonio and the Edgewood Independent

School Districts to ascertain the availability of the names of parents of children enrolled in bilingual classes at two elementary schools within the MNA. A controlled experiment was designed and the experimental group (N=85) was then randomly selected from this total population of 170 parents. The remaining 85 parents were designated the control group.

The staff, using an interview schedule, collected demographic and socio-economic data needed to identify the characteristics of the barrio inhabitant. Although no effort was exerted to recruit during this phase, 7.5% of the respondents enrolled in adult education classes after the initial interview.

After a period of data evaluation, the experimental group was subjected to the one-to-one recruitment technique that had been developed. As a result of these subsequent follow-up visits with emphasis on recruitment, 37.25% of the respondents were enrolled. Only two persons from the control group enrolled in classes; this group was subjected only to mass media recruiting efforts.

The techniques that were designed and the methods that were delineated by the Por Fin staff resulted in the development of a guide that can be used in recruiting adults into classes. This recruiting guide will be further developed into a comprehensive package for implementation in the field on a national level.

Another objective of Por Fin was to develop an innovative program of home instruction (Project Armchair) using volunteer teachers to reach students who, for sundry reasons, were unable to attend regular adult education classes. Armchair students were encouraged and assisted to participate in the regular ongoing education classes

as soon as the student felt he was ready to participate. The Armchair Program performed beyond original expectations. Approximately 138 students had been enrolled in Armchair through June 1971. Thirty-one of these had continued their education by going to regular adult education classes.

Our findings indicate that ACE program effectiveness could be enhanced by efforts at increasing the student retention rate. Por Fin II will develop culturally relevant curricula, core and module curricula guidelines, and a flexible program with short-range incentives and goals designed to alleviate low retention.

PREFACE

As in the case with any research project which delves into a previously unexplored area, Por Fin received invaluable guidance, counsel, and practical information from a number of sources. The project is sincerely grateful for their contributions, and their individual acknowledgements are in order.

Among the agencies and resource personnel who contributed substantially in the development and success of Por Fin were:

Mrs. Gloria Zamora, Director, Bilingual Program, Edgewood Independent School District

Mr. Raymond Casillas, Principal, Las Palmas Elementary School

Mr. Alberto Villarreal, Director, Bilingual Program, San Antonio Independent School District

Mr. Ruben Sierra, Principal, J. T. Brackenridge Elementary School

Mr. Alonzo Perales, Director, Teacher Corps

Mrs. Margarita Huantes, Director, San Antonio Literacy Council

Mr. Harry Seaman III, Consultant, Project Planning, Texas Education Agency

Mr. Alfredo Cervera, Director of Goals, Model Cities Project

Alamo Area Council of Governments

Model Cities of the City of San Antonio

San Antonio Housing Authority

A special thanks goes to the project's consultants, who provided guidance and instruction in the overall implementation of Por Fin. They were Dr. Robert Chamberlain, Dr. Alvin P. Short, and Mr. Ernest Bernal.

Credit goes to the project's sponsor, the Bexar County Adult Continuing Education Program, and its administrative staff:

Mr. Robert A. Avina, Director

Mr. George H. Leavitt, Assistant Director

Mr. Pedro Hernandez, Associate Director

and Dr. Clyde E. Smith, Superintendent of Bexar County School District.

The Armchair Program's staff consisted of:

Mrs. Barbara McDougall, Director

Mr. Jose Luis Bocanegra
Mr. Audon Hernandez
Mrs. Maurice O'Neil
Miss Vicki Rodriguez

Finally, the members of the Por Fin staff, who worked so diligently during the course of the project and in the compilation of this final report were:

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Statement of Problem

High Incidence of Illiteracy

Illiteracy is a major problem in the United States. The United States Statistical Abstracts 1970 states that only 2.2% of the 1959 total population was illiterate (i.e. could not read or write in any language). While 2.2% does not seem like a high percentage, it represents about three and a half million people. A better understanding of the magnitude of the problem must take into account the functional illiterates, those whose academic achievement had not enabled the individual to effectively function in the continuously more complex society in which we live. The increasing complexity of our developing society certainly requires much more education than the mere ability to read and write; even achievement of an eighth grade education, currently the standard for functional literacy, is inadequate. The multitude who are not effectively functional in our society are many-times the number that we determine as completely illiterate (i.e. inability to read or write).

Increasingly a thrust had to be made to increase the individuals' effectiveness within our society. With increased levels of education for the population at large, those individuals who receive little education experience a great chasm between their abilities and opportunities for a life of adequate living conditions and the abilities and opportunities of those better educated. Attainment of personal fulfillment in life is often too remote for the illiterate to even contemplate.

In view of the masses of the illiterate poor that exist in the United States, and consistent with national and human ideals, and with recognizance that illiteracy perpetuates life cycles of poverty

and other social ills, an extensive in-depth effort had to be made to educate these persons. Because the hard-core poor individual must overcome greater deficiencies than his counterparts, it is urgent that particular effort be exerted to effect his education.

Difficulties in Recruiting the Hard-Core

Recruitment of the functional illiterate (below eighth-grade participation in formal education) into Adult Continuing Education (ACE) classes by the traditional recruiting methods (e.g. circulars, radio, and television) had been only marginally effective—a survey of a five state region, Arkansas, Louisiana, New Mexico, Oklahoma, and Texas indicates that participation of the potential number needing ACE and meeting qualifying minimum-age requirements ranges from 1.5% participation in Oklahoma to 2.98% in Texas, with an average participation of 2.28%.[1]

With the aid of federal funds, ACE programs could feasibly extend their services to a much greater percentage of those needing these services. When ACE programs proliferated a few years ago and their expansion and accessibility were subsequently publicized to a larger segment of the population, there existed a backlog of individuals who were awaiting such an educational opportunity. The individuals who enrolled initially participated eagerly with a measure of self-motivation and an appreciation of the importance of educational achievement. In order to attract these individuals, recruiting

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[1] Phase I Report ABE, Extension Teaching and Field Service Bureau, The University of Texas; 1969, p. 24.

essentially consisted of dissemination of information regarding availability, location, and scheduling of classes. A greater reservoir of these more positively oriented individuals existed during the initial thrust of expansion.

The recruitment effort is now increasingly being directed at a segment of the target population that did not respond positively to the initial appeal. This lack of response may be attributed to ineffective media approaches, insufficient motivation, or hostile feelings generated during previous contact with the educational systems.

The segment of the undereducated poor that need ACE the most are the hardest to recruit. This is supported by response from administrators of ACE programs citing their major problems:

> "Actual recruitment of the hard-core poor and ability to keep them once we have recruited them," Big Spring, Texas[2]
>
> "...those in greatest need are not involved and attending," (Austin, Texas)[3]
>
> "Not reaching as many adults in the lower income brackets as it should," (Colorado City, Texas)[4]
>
> "The main problem...recruiting adults who have a low educational level...who are slow to admit to others that their education is substandard," (Cleveland, Texas)[5]

Thus, the older individual has obviously not been reached by standard

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[2] Texas Adult Basic Education Annual Program Report 1969-1970, Texas Education Agency, p. 13.

[3] Texas Adult Basic Education Annual Program Report 1968-1969, Texas Education Agency, p. 146.

[4] Ibid., p. 145.

[5] Ibid., p. 145.

recruitment over a long period of years. Nor is the outlook for recruiting the young by the standard procedures especially promising. "Many young people had relatively easy access to public schooling; it is certainly more than likely that this younger group includes a high percentage of persons who could not learn the first time around because of emotional disturbances or learning disabilities."[6] Therefore, they are probably not likely to be particularly receptive either.

The importance of the recruiting effort is borne out by researchers who state that, "...the adult education administrator has the primary responsibility for the recruitment and retention of adult students in the program he is administering and that this responsibility challenges the finest administrative talent."[7]

Because the recruiting effort will increasingly be directed towards the hard-to-reach hard-core individual, environmental and psychological factors that simultaneously render him in need of ACE, yet inhibit him as a potential student, had to be researched and studied. Then his specific needs had to be determined, and an effective recruiting technique had to be formulated.

Illiteracy in the San Antonio MNA

The residents of the San Antonio Model Cities Neighborhood Area have an extremely high rate of functional illiteracy—84,000 from a

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[6] Phase I Report ABE, pp. 29-30

[7] Administrators SWAP SHOP; Vol. XVII, No. 2, Nov. 1970, National Association for Public Continuing and Adult Education, p. 1.

total population of 124,000. Obviously then, there are many hard-core individuals living in this area, thus making it a highly suitable sample for a study of recruiting techniques designed for the hard-core. 92% of this population is Mexican-American.

The Alamo Area Council of Governments, in its Human Resources 1969; Social Characteristics of the Model Cities Residents of San Antonio, reports 22.9% of the heads of household do not even possess language capability in English. This, of course, makes these individuals isolates, unable to communicate or relate properly to institutions that could help them. 37.7% of the heads of households finished no more than six grades of school; an additional 16.8% received no schooling at all—54.5% of the heads of households are functionally illiterate. Only 21% had finished high school. 17.7% of the heads of households were women.

Underemployment in the San Antonio MNA

United States Department of Labor Survey, Sub-Employment In The Slums of San Antonio (1966), finds unemployment is a major problem in the slum areas of San Antonio (the MNA is one of these areas), the rate approaching twice the national unemployment rate. Illiteracy renders individuals less mobile and obviously more subject to unemployment. High unemployment emphasizes the need for increased participation in Adult Continuing Education and, therefore, intensive recruiting. The survey disclosed, moreover, that 25% of the unemployed had been unemployed for four months or more. Unemployment of teenagers was a particularly high 24.6%. There is a significant concentration of the younger groups unemployed; 47.3% of the unemployed were found

in the 20-62 age group and 39% in the 16-19 age group.

A group not participating at all in the labor market (i.e. not available for a job, though not disabled) was identified. This group, 8.9% of the total population, is large enough to double the effective unemployment rate.

More than 18% of the employed worked only part-time—42% of these willing to work full-time, but not able to find full time employment. Of those working full-time, 44.5% were earning less than $60.00 per week compared to a 15.4% incidence of this wage level nationally.

Using only half the estimated survey undercount, half the number of those not participating in the labor force, the regular unemployed, part-time workers who want full-time employment, and head of households earning less than $60.00 per week and non-heads of households earning $56.00 or less per week, the survey conservatively formulated a 47.4% rate of sub-employment—those people having a serious employment problem.

The relationship between educational levels achieved and unemployment is very significant, 70% of the unemployed not having graduated from high school and 48% not having gone beyond the eighth grade. The unemployed cited their own reasons for unemployment: 21.4% said they lacked the required skills, 19.7% felt they had insufficient education, 13.4% said no jobs were available, 21.4% thought employers considered them either too young or too old, 7.1% gave reasons of health and disability, and 5.4% cited personal problems such as bad debts or police records. Citing better employment as a possible result of a better education could validly be considered and tested in recruitment efforts.

Many of the unemployed in the survey indicated willingness to prepare

themselves for employment, 75.2% indicating willingness to take on the job training, and 53% willing to return to school if necessary. The same survey indicated that there was little participation in Manpower Training Programs (2.4%) and Neighborhood Youth Corps (4.2%). The willingness to participate and low rate of participation indicate that the programs are not widely known of by those needing the training or that these individuals need encouragement to participate. The reliance of these programs on mass media recruiting has reduced the impact of these programs—a more effective recruitment effort is in order.

Of the employed MNA residents, 79% were either in service occupations or were unskilled or semi skilled laborers, yet 68.7% of the heads of households showed no interest in learning a new trade.[8] It is worthy of note that, apparently, a small measure of job security satisfies many of the individuals' job aspirations.

Social and Psychological Characteristics of the MNA Residents

Although 61.3% of the MNA residents had total household earnings of $4,000 or less (25.8% had $2,000 or less), had five (5) people per average four-room house, could not make ends meet (34.4%) or only broke even (35.9%), and owned neither a car nor truck (21.3%), 70% seemed to regard their overall general needs as being well met. 60.2%, however, recognize needed improvements in their neighborhoods.[9] There seemed to be a high degree of acceptance of their socio-economic status.

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[8] Human Resources 1969: Social Characteristics of the Model Cities Residents of San Antonio; Alamo Area Council of Governments, p. 25.

[9] Ibid., p. 27

Whatever the nature of this acceptance of their lot, it perpetuates a cycle of illiteracy and poverty, with resultant social ills. Children's education is typically not planned. 40% of the 10,000 MNA children between 14-17 years were not in school in 1967. 15% of MNA students drop out of school each year.[10] The parents do not view education with the importance it should have and cannot impress the value of education on their children. Migrant children of the MNA have even more sporadic contact with the educational system.

In summary, then, the characteristics and problems of the hard-core individual to be recruited are as follows: he is quite frequently a Model Cities Neighborhood resident, a Mexican-American (many of these areas have a predominant Mexican-American population), a functional illiterate, and unemployed or underemployed. Although the unemployed recognize the need for training prior to successful employment and many of this group indicate a willingness to undertake such training, 68.7% of the menially employed or subemployed showed no such interest. Nor does the failure of many of their children to remain in school indicate any prospective improvement in this area of educational interest and/or skill training. An apparent apathy is then a most critical factor to be dealt with.

Consistent attempts were made to consider the above characteristics and problems in structuring the study. The preponderance of Mexican-American poor in the studied population necessitated provisions for cultural considerations. In the interviews, an appeal

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[10] Model Cities Second Year Action Plan, Department of Model Cities 1970, p. 54.

was to be made to the male pride, or "machismo," and to a lesser degree, the honored status of the homemaker and motherhood. This was to be done more often with the older people in the theory that the young are not as often ingrained with these ideas. While some of these characteristics are typical of the Mexican-American poverty culture, the value of considering these cultural factors may be applied to recruiting efforts aimed at other ethnic groups. In addition, extension of supportive services was to be included as implementation of such services was deemed particularly effective in supplying a measure of the immediate gratification which people of a poverty culture often require to combat apathy, hostility, and/or discouragement.

Requirements of an Effective Recruitment Technique

Initial impressions from contact with the ACE Program led us to anticipate certain external deterrents to enrollment and attendance for the target population. These deterrents (i.e. lack of transportation, late working hours, fatigue, poor clothing, baby-sitting situations) would have to be dealt with and overcome for every individual in order to be able to induce him to participate.

An intensive and extensive recruiting effort was launched by the local ACE Program for one month. It consisted of 10,000 circulars in both Spanish and English distributed mainly through the school district facilities, radio announcements, television announcements and programs, and announcements at church services at parishes whose facilities were used to house ACE satellite classes. The effort netted only 75 enrollees from a target population of over 80,000. Although their statements were not actually documented, a majority of the enrollees stated that they

had been attracted by the announcements from the parishes. These meager results indicated that a definite need existed at the local level for more effective recruitment.

The most productive effort in recruitment stems from the most direct contact with the prospective students. This factor was of great importance, and it was felt it should be reinforced. Only a direct personal interview that could establish rapport with the prospective client and deal with the individual's cultural orientation, his socio-economic status, and other problems particular to him seemed to satisfy the requirement for a recruiting technique which could overcome the low-self concept many of these people have and instill a desire for achievement and self-improvement. Provision had to be made to set attainable worthwhile personal goals related to ACE participation and to make the individual realize that these were attainable and worthwhile, and then get him to commit himself.

The method which meets these requirements is a face-to-face interpersonal interview technique which provides feedback from respondents. It was resolved that the effectiveness of a refined face-to-face technique would be tested. The basis of the test was the hypothesis that there is no statistically significant difference in the number of persons recruited when recruitment techniques are varied from mass media to face-to-face interviews.

Methodology

Overview

A project of Por Fin's nature resists any attempt by a research taxonomist to label it as a pure, distinct type of research. Due to the nature of the information desired, a myriad of methods were necessarily employed. It is possible to label three distinct phases of the program, and the types of study employed during each, as:

1. Orientation
    a. Historical
    b. Exploratory
    c. Descriptive
2. Pilot Study
    a. Development of tools
    b. Testing of tools
    c. Reformulation of tools
3. Experiment
    a. Description
    b. Application of independent variable (face-to-face method)

These divisions are based on the corresponding methods which were employed during each phase.

An historical approach to the problem was the logical first step; literature concerned with previous investigations was reviewed. Since past implications were of vital importance to the formulation of the methodology, publications concerned with all aspects of the ACE Program were analyzed and discussed. Familiarization with prior studies also provided the staff with a base from which to formulate the techniques for recruitment which they felt would be most efficacious. While the

staff was orienting itself by reading publications concerned with ACE and its related programs, it was realized that this project was dealing with a sample which would be even more difficult to recruit than the average potential ACE student. Since very little literature dealt with the methods of recruiting the hard-hard-core, it was decided that viable techniques would have to be learned from another source.

Contacts and Linkages

Concomitant with this historical types of orientation, the project employed the use of consultants. Consultants were utilized to provide the staff with insights into the psychological and social dynamics of the hard-hard-core. The consultants were psychologists, sociologists, and others who had experience working with the "poverty culture." It was felt that the descriptive insight provided by these resource people served as an essential complement to the information obtained through the historical (literature) and exploratory (agency visiting) means. The third type of orientation activity engaged in by the staff was exploratory research in the form of "agency visiting." The purpose for visiting a selected group of representative supportive agencies was twofold:

1. Primarily, the staff was to establish a working relationship with these organizations. They were to become familiar with these agencies and their functions, thus equipping themselves with the knowledge of whom to refer special cases should the need arise.
2. Secondly, modes of operation or recruiting utilized by these agencies could possibly lend themselves to the type of activ-

ities which Por Fin would be undertaking. If so, note was to be made of the applicable activity and it was to be adopted for use by Por Fin.

Por Fin was aware of the fact that these programs were attempting to serve the same type of clientele as those who comprised our experimental group. In order to avoid any duplication of effort in achieving our ultimate objective, we conducted an in-depth inquiry of all the methods of recruitment that were being utilized at that time by on-going programs. We studied the varied recruitment approaches that were employed by BCACE, CEP, MDTA, and other educational agencies that were engaged in recruiting indigent persons into their program. We felt that if we could capitalize on the methods and techniques of recruitment that had proven to be most effective and amalgamate these with ours, we would be optimizing our overall effectiveness.

In order to accomplish the preceeding the following agencies were also visited for orientation, coordination, and information:

Help House (Urban Renewal Agency)

Bexar County ACE Program

San Antonio Literacy Council

Project SER (Service, Employment & Redevelopment)

Model Cities Project

Our Lady of the Lake College (Puerta Abierta Project)

In their recruitment efforts, Bexar County Adult Continuing Education disseminated information concerning their classes by use of mass media, distribution of circular flyers, and announcements from the pulpit. The last technique was employed with some degree of effectiveness in the establishment of satellite classes that were

located in the community close to the people who would be attending them. Other programs that were engaged in educational or in job training projects utilized recruitment techniques similar to those used by the Bexar County Adult Education Program.

One of the salient features of the poverty program's recruitment efforts was the fact that people had to go to their local employment office in order to be referred to an intake agency that could place them in some sort of educational or job related program.

During the course of our study we discovered that hard-hard-core individuals were ignorant of the programs and facilities that were available to them.

On several occasions the Por Fin outreach worker acted in a liasion capacity between those who needed help and those who could help. It was the general belief of most of the people interviewed that pragmatic information concerning available supportive services provided by the Por Fin outreach worker was an integral ingredient in the recipe that was needed to uplift the image of an ACE Program.

Familiarization with the Hard-Hard-Core Undereducated

After the staff had familiarized itself with the aforementioned intake techniques, it undertook a volunteer-teaching assignment at Inman Christian Center. The primary objective of this endeavor was to acquire a first-hand knowledge of the people we would be working with and to scrutinize certain facets that we believed were essential in the progression of a student through a regular ACE course. Through this project, and in conjunction with resident associations, we established a communication channel with the MNA residents. We recruited

(23) students after engaging in this endeavor for three (3) weeks. The success in recruitment and the regularity in attendance could be attributed to four (4) distinct factors:

1. Proximity of the ACE classes
2. Child-care was provided
3. Bilingual instructors
4. The recruiters did the teaching

1. Two ACE classes were initiated and strategically located in the areas which were used as the target areas for the Pilot Study. This eliminated the deterrent of "no transportation" for those who did not own a car. Also, since the classes were conveniently proximal, the parents were not as reluctant to leave their children with a baby-sitter or older child. The convenient neighborhood location also was not as threatening a setting as a strange neighborhood would have been. In addition, the chances were greater that the subjects would have some of their neighbors as classmates, as indeed they did.

2. Far and away, child-care was the leading reason given for non-involvement; so, in order to further facilitate the subjects' attendance at ACE classes, the Por Fin staff provided child-care service on a volunteer basis. This service was well received and greatly utilized by the target group. One volunteer sitter reported that out of five families represented at a class, four brought their children.

3. It was felt by the staff instructors that the fact that they were bilingual greatly enhanced their chances for successful

communication with their students. One instructor estimated that 80% of his students were non-fluent in the English language and that most of his time was spent teaching in Spanish! Of course, the instructor gradually introduced greater amounts of English into his courses; but the fact that he met the student on his own ground, a fact which was also true for the recruiting techniques, greatly influenced the subjects' decisions to enroll and remain in class.

4. The fact that the recruiters also served as the ACE instructors during the initial stages of the study served as a concrete manifestation of the recruiters' commitment and genuine interest in the subjects. It was also an excellent means of providing continuity for the rapport which was established during the home visits. In addition, since the recruiter/instructor had come to know his subjects personally, thus gaining some insight into their lives, he was able to ascertain both their psychosocial and educational needs.

As a result of the preceding factors, we felt that we had established the type of rapport needed to sustain a continuous relationship that was conducive to the students' interest in ACE.

Restatement of the Hypothesis and Provisions For Testing

The purpose of the Por Fin Project was to develop a viable technique for recruiting the hard-hard-core into ACE classes. The staff felt that the most effective means of recruiting people would be a face-to-face method. Therefore, as previously stated, the project formulated the hypothesis that utilization of the face-to-face method

would make no significant difference in the amount of people recruited, as compared to the people who would enroll from the control group. The control group would be exposed only to mass media recruiting.

Testing of the hypothesis was to be done by utilizing the Chi-square analysis. If the results proved to be significantly different, the null hypothesis would be rejected; otherwise, it would be accpeted. The Chi-square table and related computations will be found in the "Findings" section of this report.

Selection of the Experimental Group

The experimental period consisted of three (3) stages: the interview, first follow-up, and the second follow-up. Before any of these stages were implemented, the procedure of selecting a sample and dividing it into a control and experimental group was followed. The sample group was chosen from the population of "all parents of children enrolled in bilingual programs in the Model Neighborhood Area (MNA)." The population was narrowed to the parents of children enrolled in bilingual classes at two MNA schools. These parents were assigned numbers and 170 of them were chosen by use of the table of random numbers. The first 85 parents located on the table were designated as the experimental group, but because of unforeseen circumstances, the final number was set at 80 (N=80). These people were subjected to various recruitment techniques that were incorporated into the face-to-face recruitment method. The remaining 85 parents were used as the control group. Having specified the experimental group, the only group which would be exposed to the independent, face-to-face recruiting variable, the staff set out to collect its data. Even

though this part of the experimental phase was solely intended to provide descriptive data, it is felt that mere exposure to the interviewer had recruitment value, a point which will be discussed in the "Findings" section.

Development of the Interview Schedule

This phase of the project consisted of the development and testing of the interview schedule. A prototype schedule was developed by the staff which was aimed at providing an index into the subject's attitudes, while also providing a small yield of demographic and economic data. The interview schedule was tested on a randomly selected sample. The factors to be tested were the interviewer's comfort with it, efficacy, and practicality, or the ability to utilize the yield.

It was found that this initial interview schedule was cumbersome for the interviewer because of all of the writing entailed, and highly impractical because its yield could not be coded effectively (See Appendix I). It did provide an index into attitudes; but, since attitudes span such a broad range, it was decided to seek only demographic, economic, and educational information. A new interview schedule which would free the interviewer from excessive writing was developed. With the revised schedule, it was possible for the interviewer to leisurely converse with the respondent and record the data when he returned to his car, and the format was such that the information could easily be coded onto IBM cards. A detailed description of the final interview schedule follows.

/The following discussion refers to Appendix II/

Besides asking for the usual information such as name, address, etc., the first section of questions allowed for the recording of the length of time needed to interview each respondent. This question was included in order to ascertain if any correlation existed between the amount of time spent with a respondent and his ensuing behavior towards the ACE Program.

Questions eight and nine were included in order to determine if the respondent was burdened with the responsibilities which invariably befall the head of a household. If so, this would certainly limit the amount of time that he could devote towards ACE classes.

Questions 10, 11, and 12 deal with the economic side of the respondent's existence. They provide information as to the primary source of income, whether or not the respondent is receiving a welfare or social security allowance, his current work status, and the reasons for non-employment, if applicable. These questions were necessarily included because the economic situation is one of the more reliable indices into the respondent's orientation towards involvement in general and education in particular.

The section on household composition, question 13, was included in order to determine the extent of the respondent's household commitment, need for baby-sitting service, and highest grade level achieved. Question 14 delves deeper into the dropout problem by asking for the reason why the respondent dropped out. This information was invaluable in formulating a counter-argument in favor of continuing one's education.

Questions 15 and 16 provided the staff with a record of the

respondent's history of involvement. Again, this information was valuable in developing a "personalized" recruitment package aimed directly at this respondent.

Question 17 was essential in order to ascertain the respondent's present stand towards continuing his education. They explicitly ask if the respondent is interested in continuing his education, and if so, what he would like to study.

Questions 18 and 19 further clarify the respondent's position by asking if he is able to attend either day or night class. If the answers were no, he was then asked to list the reasons why. Needless to say, these were probably the most important questions on the entire interview schedule.

Finally, question 20 allowed for the respondent to explain any of his answers, make criticisms or comments.

The Interview

The purpose of the initial interview was centered on the compilation of demographic, economic, and educational data that would serve to delineate some of the basic characteristics of our sample group, as well as to provide a foundation for the ensuing home visits.

Research assistants were assigned the task of compiling this raw data through work assignments which were apportioned on a daily basis by the Research Developers. Most members of the experimental group had to be visited several times before we were able to obtain an interview with them.

The gambit employed by the staff to gain entrance into the home of a prospective student consisted of the presentation of our Por Fin

credentials—business cards—and a terse explanation as to the nature of our inquiry.

The research assistants endeavored to conduct their interviews and dialogues with the interviewee at levels that were conducive to the establishment of rapport—topics of discussion centered mainly on neighborhood conditions. This type of discussion proved to be edifying for the subsequent follow-ups in the recruitment phase of our project.

Development of the Face-to-Face Technique and Supportive Materials

The experimental group was exposed to a recruitment technique that utilized four distinct components. These components were picture folders, books, language master, and the knowledge possessed by the staff in regards to the subjects' social and economic status.

The picture folders were used to depict the ACE classes as being geared to the needs of the people. Two of the class characteristics emphasized were:

1. That students of all ages were involved in ACE and that the aggregate enrollment of the classes was composed of people like themselves.
2. That ACE classes were conducted in a congenial atmosphere.

The books shown to our prospective students varied with the particular individual at hand. The complexity of the subject matter was determined by the grade level attended as indicated by the initial interview schedule.

Advertisement was the underlying factor behind the use of the language master. The language master technique emphasized the locale

of each ACE class and the time that each class meeting was held. Needless to say, any other form of advertisement apparatus could have been utilized.

Consideration had also been given to the most frequent responses that people had given to us in regards to why they could not attend ACE classes. Being aware of such rationalizations, we scrutinized each individual interview schedule for the purpose of formulating viable procedures that would eradicate such obstacles. Armed with the knowledge that our people were besieged with certain personal problems (e.g. baby-sitting, too tired, transportation), we formulated solutions that surmounted these deterrents to the extent that they could attend an ACE class.

It was imperative for Por Fin to create a record-keeping system on its clientele. A file folder was kept on each person that comprised our sample population. These file folders contained a check list that enumerated several items that had to be considered by the outreach workers: an interview schedule that contained socio-economic information, a home visit addendum, and two follow-up documentaries. The criterion set down for the extraction of relevant information was based on the intensive documentation that was done to supplement the Por Fin Interview Schedule.

The obstacles that deter people from attending ACE classes were delineated from the information gathered from our sample population and interpretive graphs were designed. These deterrents, as expressed by the Por Fin clientele, can be directly traced to family conditions or home environments.

Input for the record-keeping system was acquired by the Por Fin outreach worker who was assigned a tract or neighborhood that had been designated as a target area. These outreach workers were the foundation in the compilation of all pertinent Por Fin data. These addenda provided reference materials on the reactions and attitudes of our experimental sample group.

The rudimentary objective was to lay a solid foundation in the development of a continuous rapport between the interviewer and the potential student. This provided a successful communication linkage between potential client and the ACE Program. It was felt that if the staff did not assume the traditional "recruiter" role, the respondent would be forced out of his perfunctory response behavior and be forced to emit responses which were not masked with social stereotypes. To achieve this end, paraprofessionals were employed. These paraprofessionals hopefully would use their frame-of-reference, which closely paralleled that of the respondents, to circumvent the popular stereotypes and biases and relate to the subject on an adult-to-adult, non-condescending basis. Being approached by a concerned person, in this case the Por Fin staff member, certainly was not deleterious to the project's goal. As one staff member stated, "I can say that what motivated them was the fact that someone really wanted to listen to them and not just show up and sell his program." A sincere concern is as easily detectable by the target population as is a hypocritical facade; and, needless to say, it is indispensable in the establishment of a continuous rapport. This fact was corroborated as a result of the experiment.

Follow-Up Periods—Implementation of the Recruitment Package

With the termination of the interviews and the subsequent devising of the face-to-face technique, the follow-up period was inaugurated. During the first follow-up, the entire recruitment package was at the disposal of the recruiter; and it was employed in varying degrees according to the particular respondent.

Two weeks after the first follow-up was done on a subject, he was re-visited for a second follow-up. The recruitment package was not necessarily utilized on the second follow-up. Rather, techniques which had not been employed previously, but which seemed promising, could be tested for their effectiveness. These included using students who had been enrolled during the first follow-up to help recruit, the use of standard sales techniques, soapbox tactics, and any other approach that seemed appropriate.

In short, the follow-up periods, which spanned almost two months, were what the entire project had been aiming at for seven months. All of the familiarization, exploration, synthesizing, speculating, and testing that had taken place was done with one thing in mind—to enroll the respondent into an ACE class. Practically everything that had been considered during the preparatory period was utilized in one way or another during the follow-ups. But, as is invariably the case, unique and unexpected situations occasionally arose which taxed the researcher's ingenuity and common sense to their utmost. As can be understood by someone who has engaged in such activities, certain impromptu techniques were employed which, effective or not, could never be expressed effectively on paper. Improvisations such as this can only be chalked up to experience—experience which could prove invaluable to this sort

of activity.

Preliminary Tabulation of Data

The inauguration of the second follow-up stage brought with it an added assignment for the staff members—that of preparing various sets of graphs and charts which would provide a pictorial representation of the project's findings and accomplishments.

The first step was that of coding the information obtained from the interview schedules onto IBM cards; this would provide a source for future reference, as well as a means for quick computerized tabulation of the data, should the need arise. A master chart (See Appendix VI) was composed which was to contain the data from all eighty interview schedules, and during the following week this data was transferred from the interview schedules to the chart. Arrangements were then made with Our Lady of the Lake College to secure access to a key punch machine. The next step was the transferral of data from the chart onto IBM cards. This work was verified by Mr. Ramirez's wife, who donated her services. The stack of punched and verified cards was then duplicated, with one stack entered into the files and the other held by the staff, who were to complete the work using this stack. A Counter-Sorter was utilized to obtain the frequency of responses for each question. The frequencies were recorded onto a table (See Appendix V). This table was in turn referred to during the construction of the graphs which depicted the information obtained from the interviews.

With this first group of graphs completed, attention was turned to the graphic representation of the project's results. In order to

accomplish this, a Progress Activities Chart (See Appendix VII) was completed by the staff. This chart was to contain the results of the recruitment efforts; that is, after the name of each respondent, record was made of his initial, temporary, and final status with regards to Por Fin. The results from this chart were in turn transformed into graphs. Following this activity, a third set of graphs, which depicted the ACE enrollment from the various demographic, economic, and educational categories contained in the interview schedule, was constructed.

With three sets of graphs completed, and with an ACE conference looming on the horizon, the next activity undertaken was the writing of narratives which were to explain the graphs. These narratives made a special effort to clarify any ambiguous qualities of the graphs, as well as to explain the results which were obtained. The total project of graphs and narratives was completed in time to serve as the basis for the project's presentation at the ACE conference.

Operation Armchair

As an attempt to implement the recruiting concepts of the project, the adult basic education home instructional program, Operation Armchair was created. Its staff has been involving previously unreachable adults in the learning situation within their family or neighborhood unit. The heaviest area of concentration has been within the public housing projects of the Model Cities Neighborhood, but the blockbuilding approach has been applied to the residential areas as well.

Paraprofessional staff recruiters made initial contact with the families, introduced the volunteer teachers to them and monitored

progress, providing assistance to the families and to the volunteer teachers whenever possible.

The staff has recruited volunteers by a number of means, including letters, flyers, and posters, which have reached members of various social, civic and religious organizations. Appeals to the general public have been made via the mass media, both with newspaper articles and with radio and television appearances by the Armchair Director. In addition, the director made presentations to various groups in an effort to secure volunteers from among their memberships.

Volunteers were recruited from the target area where qualified persons were available, as well as from the city at large. They come from all walks of life. They were trained in materials and methodology by Armchair staff both individually and in quarterly workshops. In addition, many of them observed experienced and successful volunteers at work in order to get further orientation.

In many cases, the students received help with non-academic problems. This help often took the form of a referral to the agency appropriate to handle any particular problems a student had, as well as staff assistance in dealing with the agency and/or a follow-up. Further, library books and magazines were made available to students both through the central Armchair facilities and through libraries set up in the housing projects.

The project was coordinated through the San Antonio Literacy Council in cooperation with the Bexar County Adult Continuing Education Program. Coordination with other agencies was handled as it was with the regular Adult Basic Education Program.

Findings

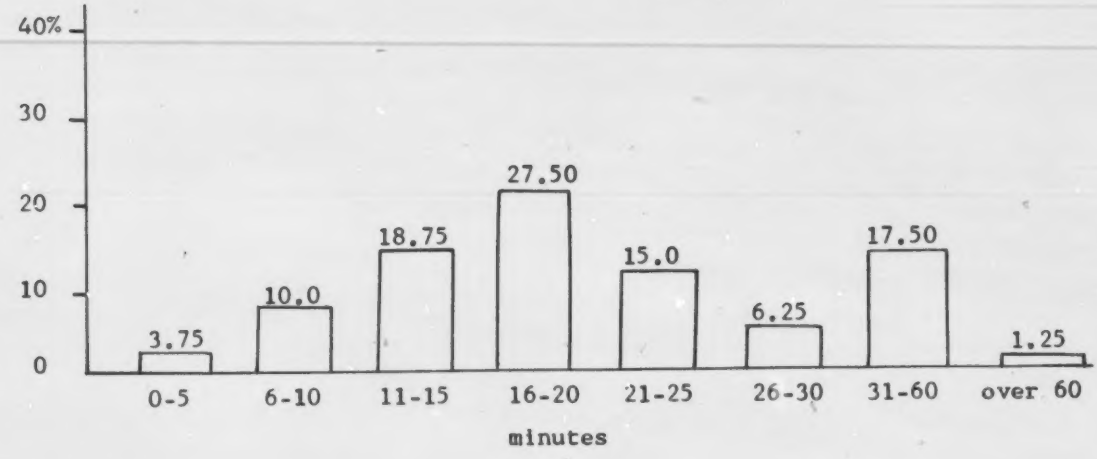
The findings of the Por Fin Project will be considered under the following general categories: Background Information, Recruitment Results, Categorical Results, Testing for the Significance of the Results, Research Impressions, and Operation Armchair.

Background Information

This information was obtained as a result of the interviews which were conducted at the outset of the experimental phase. Graphs were constructed from this data in order to present it in a more concise and meaningful manner.

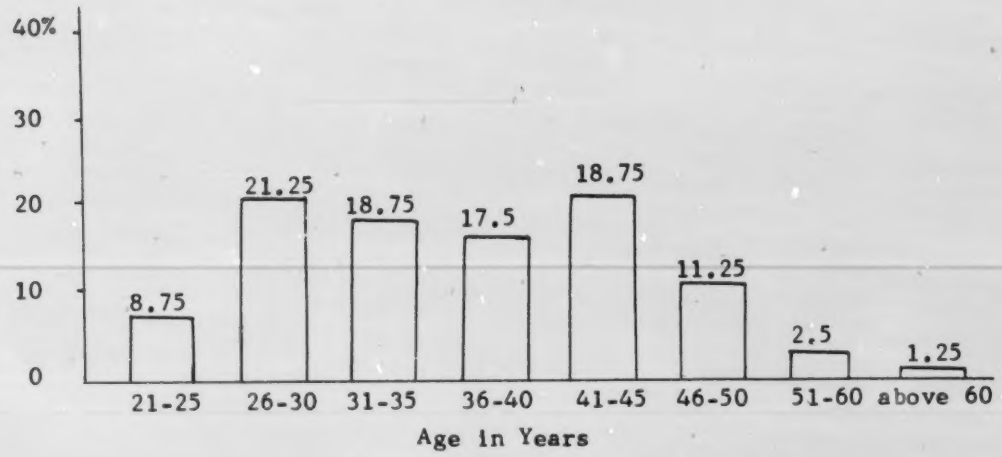
Graph One depicts the amount of time needed to interview certain percentages of respondents. For example, the modal time needed was 16-20 minutes; and, as can be seen on the graph, 27.5% of the interviews fell within this time span. The mean amount of time needed was 23.7 minutes. At first glance this distribution appears to be bi-modal, but it should be noted that the seventh time range spans 30 minutes (31-60 minutes), as compared to the normal five minute span.

Graph 1. Duration of Interviews in Percentage of Total Interviews



The ages of the respondents (Graph 2.) were not as widely dispersed as might have been expected, thus giving this graph a leptokurtic distribution. None of the respondents were younger than 21, and only one was over 60. The relatively low age ceiling is not a typical characteristic of the MNA residents. A recent AACOG study found that 21.6% of the heads-of-households[11] were over 65.[12] The AACOG study also listed the average age of the heads-of-households at 49.07 years and the mode between 35 and 45 years, whereas the Por Fin mean age was 36.4 years and the mode between 26 and 30 years. The fact that Por Fin had a relatively young experimental group is attributable to the criterion for eligibility in Por Fin's selection, that is, only parents of children currently enrolled in bilingual education programs were eligible.

Graph 2. Age of Respondents in Percentage of Total Respondents

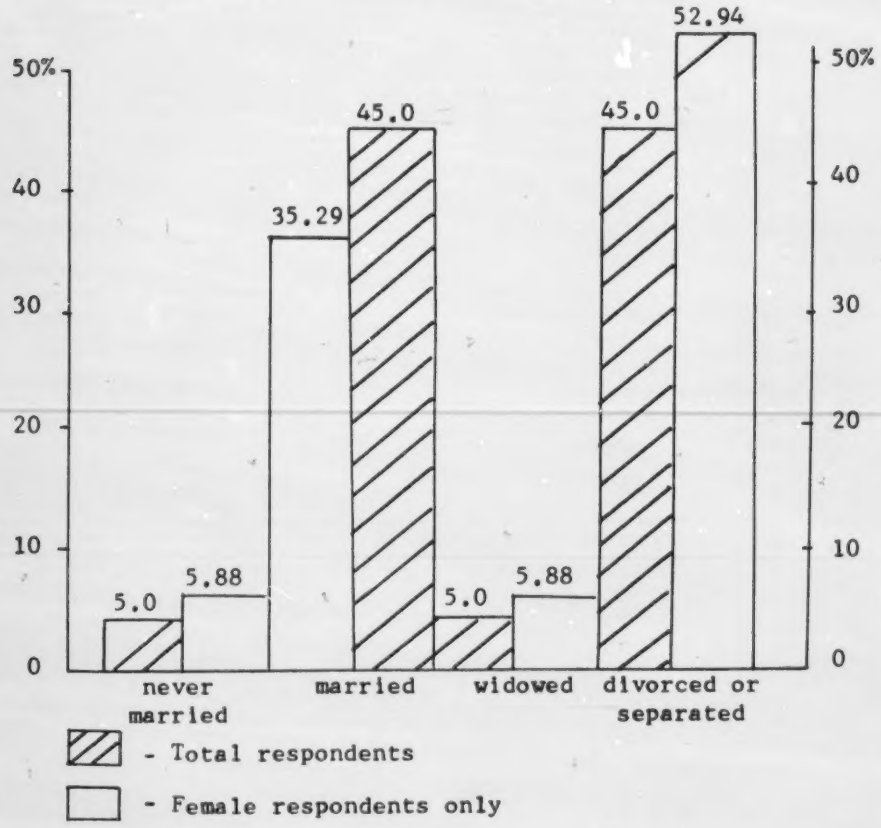


[11] 72.5% of the total number of respondents in the Por Fin Study were heads-of-households.

[12] Alamo Area Council of Governments, P. 13.

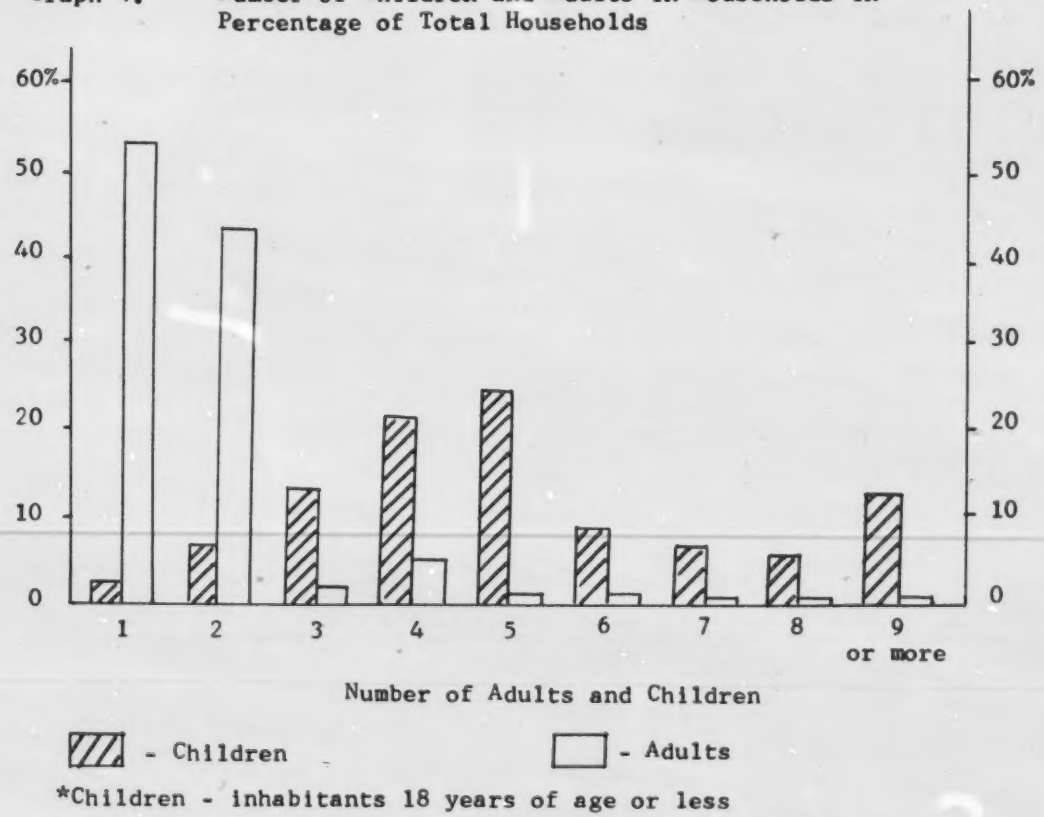
The data on marital status yielded a perfect bi-modal distribution for the experimental group, as can be seen in Graph 3. It was found that 5% had never married and that an equal number were widowed. Furthermore, 45% were married; and, again, an equal number were divorced or separated. The data was examined further, and it was found that all 12 male respondents were married. For female respondents only, 52.94% were divorced or separated, 5.88% were widowed, only 35.29% were presently married, and 5.88% had never married. It is of interest to note that of the four women who had never married, one had 9 children, another had 6, another had 5, and the last had 4; a total of 24 children.

Graph 3. Marital Status of Respondents in Percentage of Total Respondents and Percentage of Female Respondents



Graph 4. depicts the number of children and adults living in the experimental households. The "typical" household visited during this project contained one parent, invariably female, and 4 or 5 children. To be more exact, 51.25% of the households had a female as the only adult inhabitant, while 42.5% possessed both male and female adult figures. There were 8 households which contained 9 or more children; the mode was 5. Instances of households which contained a multiple (more than 2) adult population were rare, occurring in only five cases; the largest concentration of adults in one household was six.

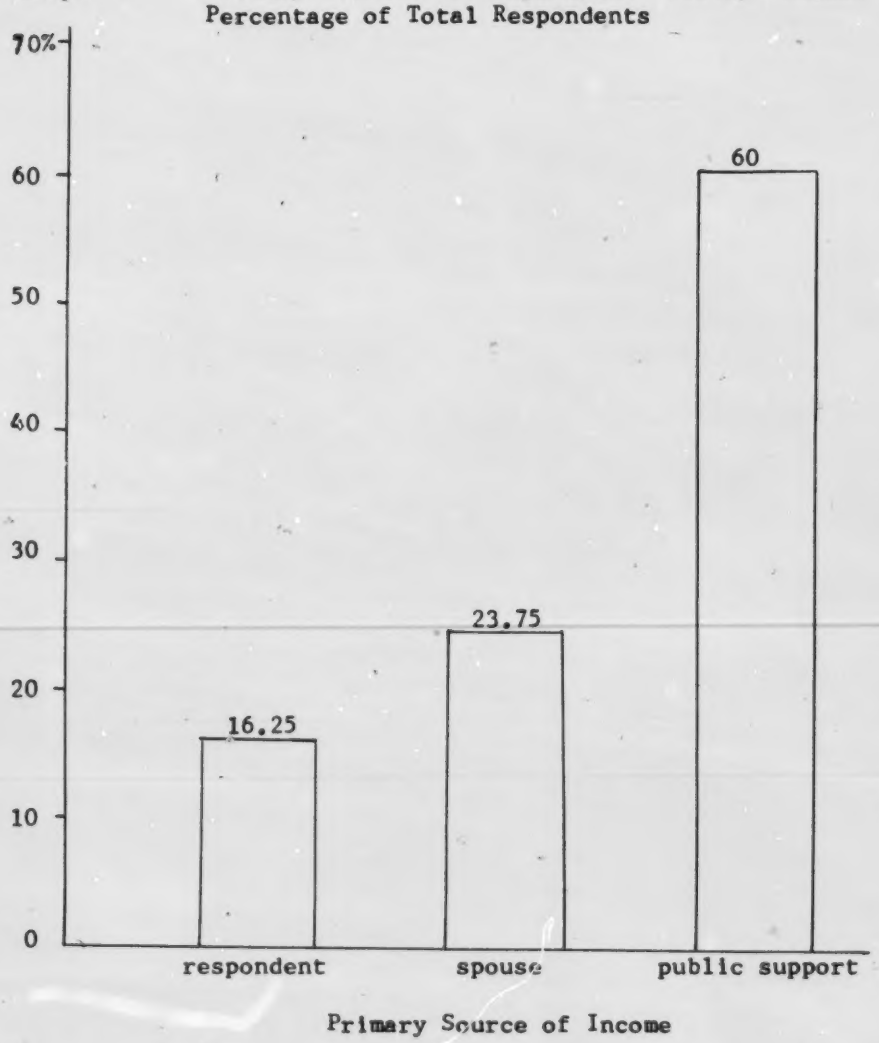
Graph 4. Number of Children* and Adults in Households in Percentage of Total Households



*Children - inhabitants 18 years of age or less

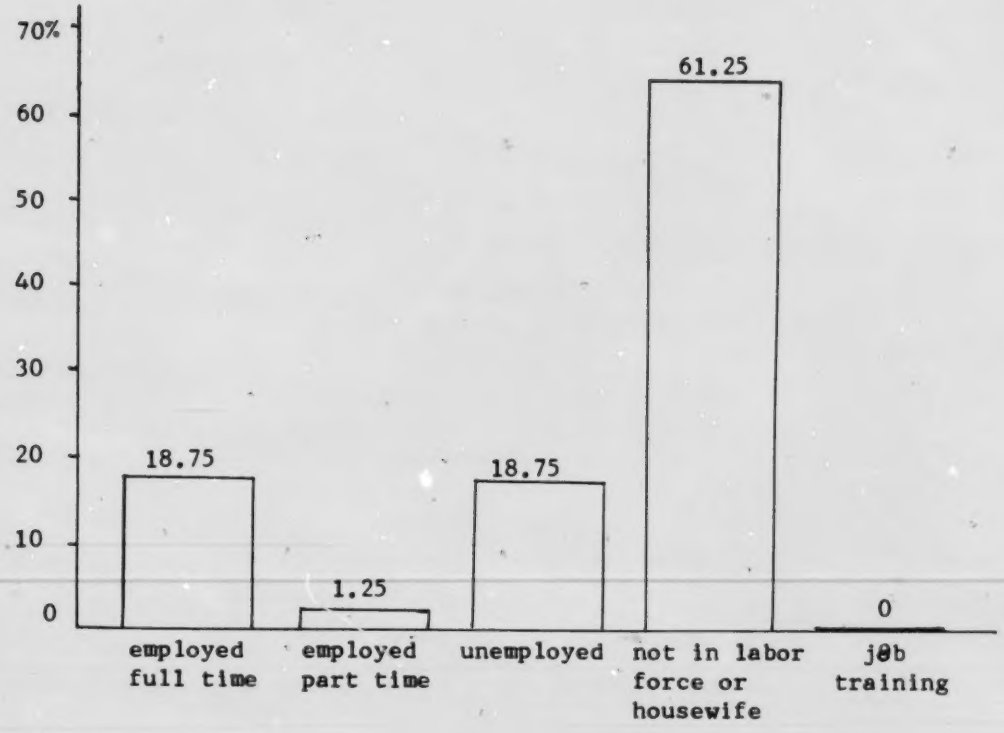
Graph 5. needs little explanation since its pathetic message is conveyed quite explicitly. One thing that should be remembered is that for 60% of the experimental group, public support, i.e. Welfare, Social Security, etc., is the primary source of income, not necessarily the only source. It was found that some who fell in this category were underemployed to such an extent that public support was essential for their families' subsistence.

Graph 5. Primary Sources of Respondents' Family Incomes in Percentage of Total Respondents



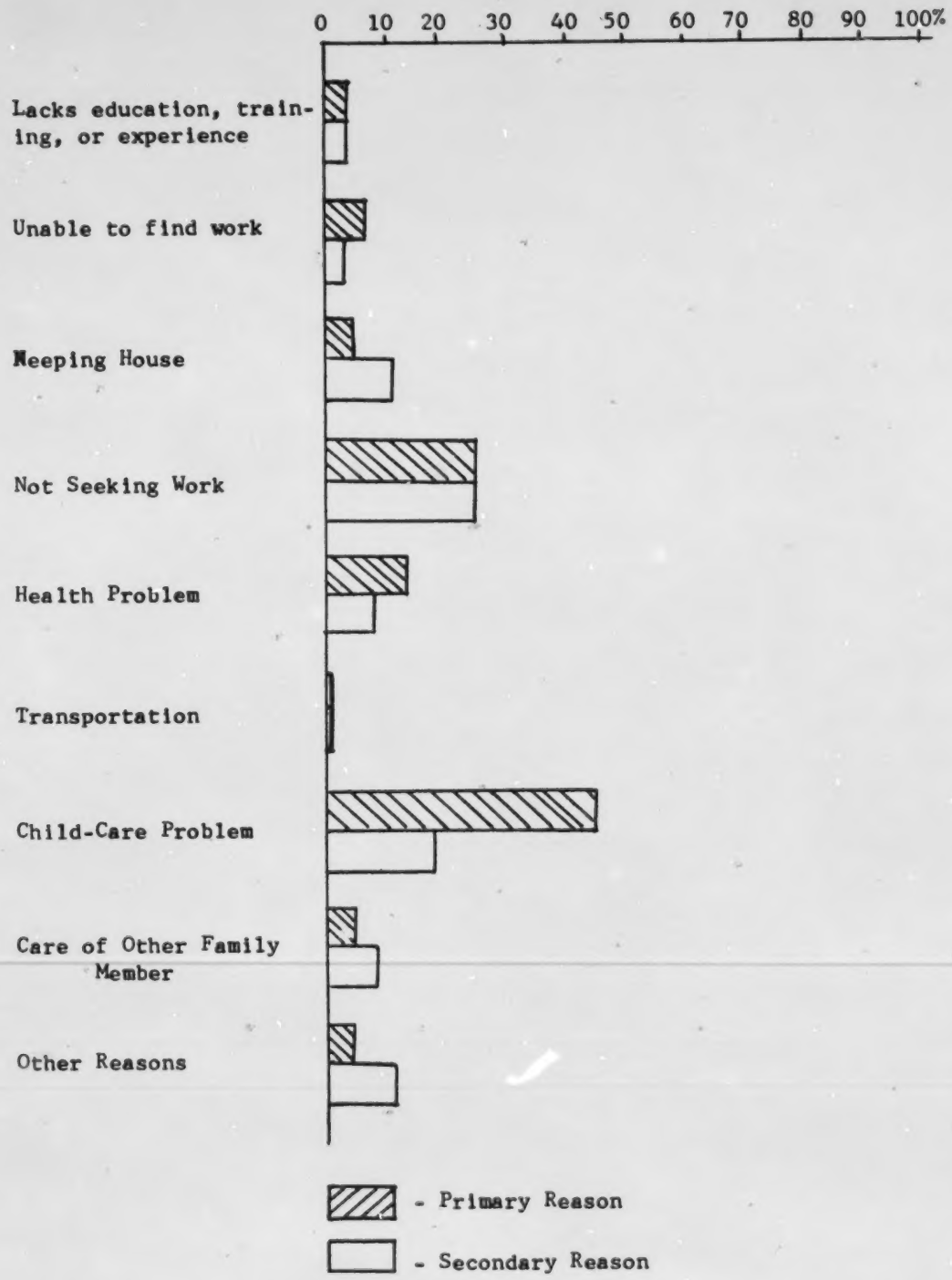
Graph 6. deals with the current work statuses of the respondents. The vast majority of the respondents were housewives and mothers who did not consider themselves part of the labor pool, while 20% of the respondents considered themselves employed either full or part-time. A large percentage, 18.75%, could not obtain employment, and this makes the fact that not a single respondent was enrolled in a job training program seem even more perplexing.

Graph 6. Current Work Statuses of Respondents in Percentage of Total Respondents



In Graph 7, which considers the reasons for non-employment, the two leading reasons for non-employment accounted for 60% of the subjects.

Graph 7. Reasons For Non-Employment In Percentage of Total Respondents



Child-care led the field with 33.75% of the respondents listing it as their most critical barrier to employment, with "not seeking work" second at 26.25%. Fifteen respondents listed this question as non-applicable, but this graph was, nonetheless, based on the total number of respondents. If the percentages would be based on those to whom it is actually applicable, the percentages would rise commensurately. For example, based only on those who gave reasons for non-employment, 41.5% listed child-care as the most salient.

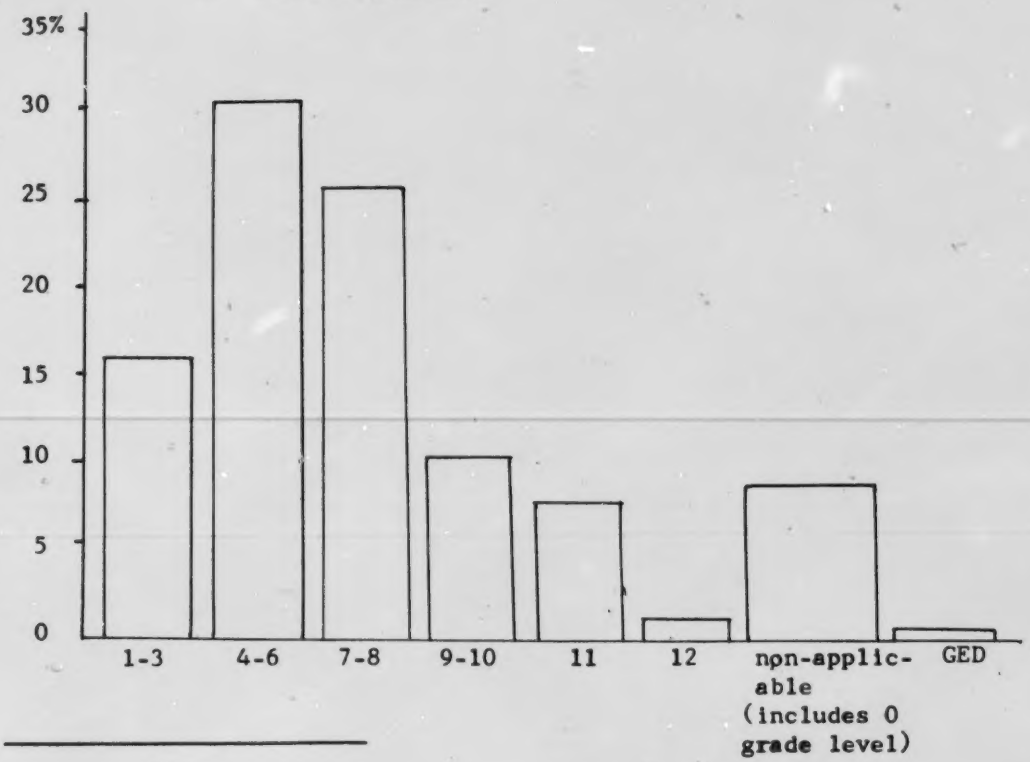
The fact that a great many of these subjects, and others like them, have resigned themselves to their current niche in society is in itself a devastating deterrent. The usual reason given by most recruiters for continuing one's education is, "To better yourself." But since the subjects under consideration saw little hope of advancing vertically through the economic milieu, the staff soon learned that a blanket statement as remote and violable such as this was as easily ignored by the respondent as it was parroted by the recruiter; we suspect the same to be true of most people who consider themselves destined to live their lives in a poverty sub-culture.

The point to be made is that the respondent's mental attitude is the primary deterrent to continued education. While it is true that a myriad of reasons were offered to the recruiters in explanation of non-attendance, these reasons can all be countered in logical, obvious ways. For example, if the respondent has child-care problems, provide a baby-sitter; if the problem is transportation, provide transportation. The corollary to the preceding is that if these objections are so easily countered, yet these people persist in their abstention from educational programs, there must be a more profound reason for their reluctance to

attend, and as previously noted, this yoke which they unconsciously bear is their attitude.

Graph 8. shows that the respondents as a whole had achieved relatively low educational levels. The modal level was the 4th-6th grade range. But compared to AACOG's study, the Por Fin group's educational level was quite normal. For example, Por Fin's sample included 46.25% who had a 6th grade education or less, while AACOG's sample yielded 54.5% who fell into this category.[13] It should be noted that the category "Non-applicable" refers to people who never started school and to people who attended school in Mexico..

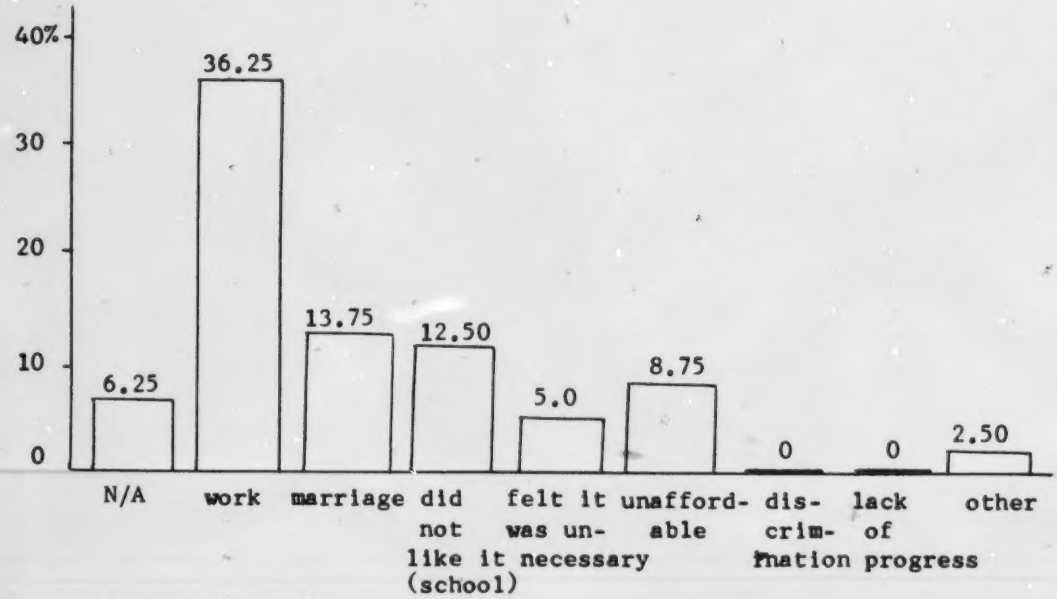
Graph 8. Highest Grade Completed by Respondents in Percentage of Total Respondents



[13] Ibid., p. 13

As can be seen in Graph 9, the primary reason for dropping out of school was the need to work. If this is combined with the "unaffordable" category, which would necessitate the need to work, 45% of the respondents were the victims of pecuniary factors. Marriage was the second leading reason, accounting for 13.75% of the respondents, while disenchantment was third at 12.5%

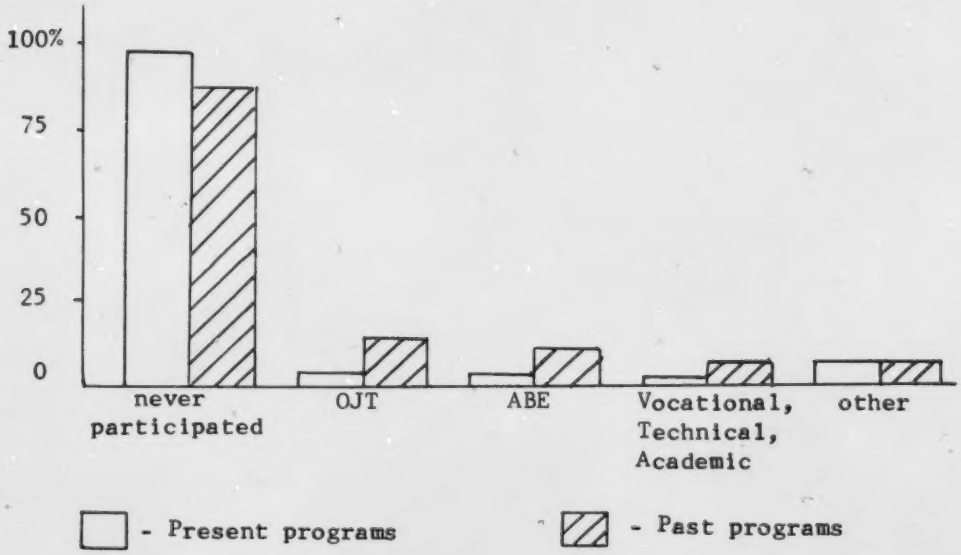
Graph 9. Reasons for Dropping Out of School in Percentage of Total Respondents



Graph 10. depicts the high percentage of non-involvement in educationally related programs, but it could also be an index to another interesting phenomenon. While only 6.25% of the respondents are currently participating in a program, 18.75% had done so in the past but were not currently participating. This could be attributed to the

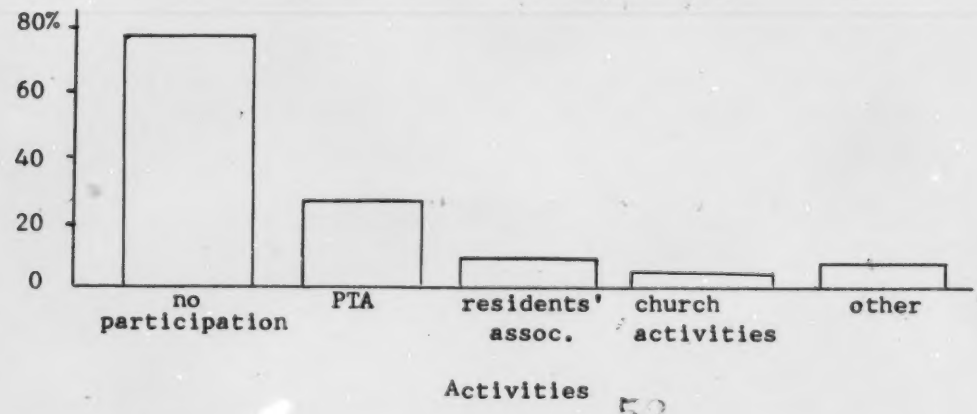
fact that they were involved in terminal programs, or it may be a result of those programs failing to meet their needs, or a combination of both reasons.

Graph 10. Participation in Educational Related Programs in Percentage of Total Respondents



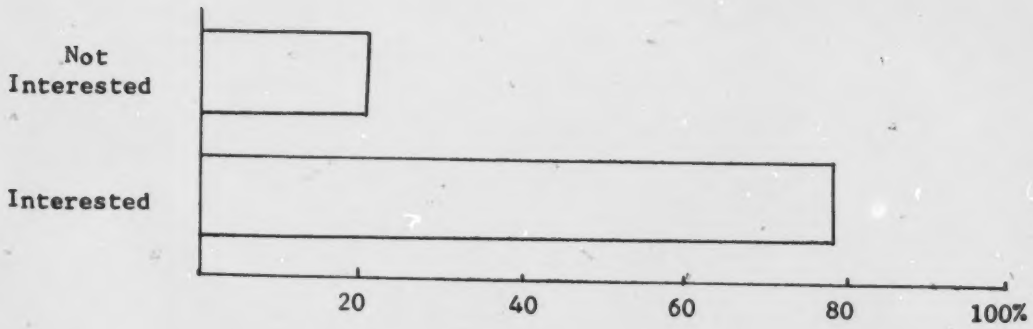
A greater tendency to become involved in community activities, rather than in educational activities, was observed. Graph 11 shows that the data yielded a community involvement incidence of 23.75%, primarily in the P.T.A., with the Residents' Association ranking second.

Graph 11. Participation in Community Activities



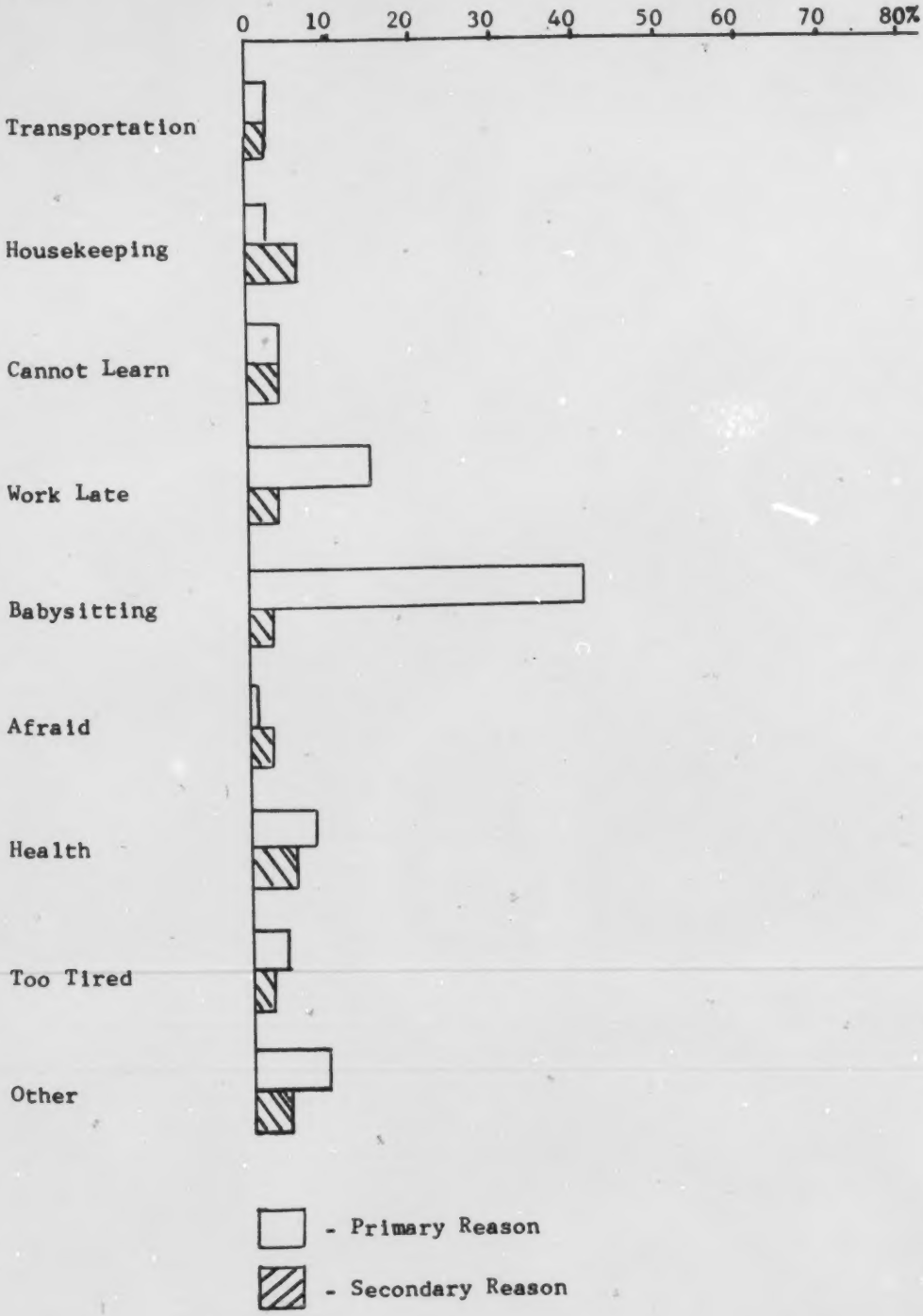
As Graph 12 shows, it was found that 63 respondents, or 78.75%, were interested in educational programs. The obvious disparity between stated interest and actual involvement (6.25%) is so significant that it warrants some comment.

Graph 12. Interest in Education



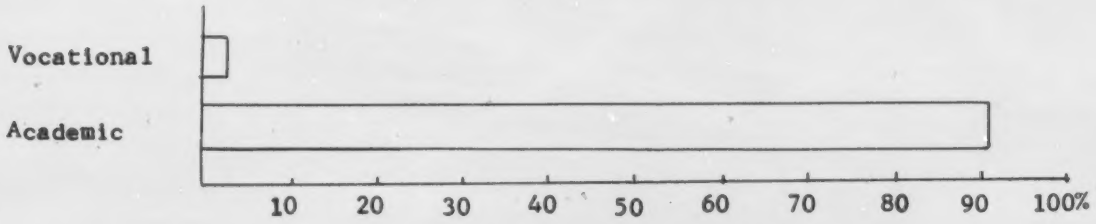
The experimental group readily understood and accepted the value of continued education, but the extenuating circumstances which prevented de facto participation (See Graph 13) were so inherent to their existence that few attempts were being made to overcome these deterrents. For example, it was accepted as a matter of course that a woman would bear a number of children and afterwards remain at home to care for them, thus eliminating any sort of activities external to the home. Of those who were employed, both male and female, a deterrent to class attendance was the fact that they worked at menial, physically taxing jobs (laborer, waitress, domestic, etc.) which occupied the greater part of the day, thus leaving little time or energy for the pursuit of an education.

Graph 13. Deterrents to Day Class Attendance in Percentage of Total Respondents



One of the most pleasantly surprising bits of data was the fact that of the respondents interested in education, 98.8% opted in favor of an academic curriculum rather than a vocational type (Graph 14). This certainly seems contrary to the theory that the respondents need short-range, realistic, and practical goals in order to maintain an interest in the overall program. The apparent incongruity lay in the fact that the labels "vocational" and "academic" are in themselves ambiguous, thus leaving the reader to supply his personal definitions which are always more elaborate than those understood by our respondents.

Graph 14. Curriculum Preference in Percentage of Interested Respondents



The typical vocational curriculum is impractical since it would merely change a functional illiterate to a functional illiterate with a rudimentary skill. No essential change would have been affected. The more immediate goal of passing througn a metamorphosis from illiteracy to literacy is what was envisioned by the respondents when they expressed a preference for the academic curriculum. It is much to the respondents' credit, and to the credit of the interviewers who often had to clarify the meanings of "vocational" and "academic," that they opted in favor of a curriculum which would affect an essential change in their existence and provide a sound base from which to acquire a trade or develop their academic skills.

Seventy-three precent (Graph 15) of the respondents stated that they were unable to attend day classes, while 62.5% replied that they were unable to attend night classes. "Baby-sitting problems" was by far the leading deterrent. The other reasons were also similar on both graphs (Graphs 13 and 16), because in most cases these were not the actual deterrents. If the reasons given by the respondents sound familiar, it is because they belong to that standard repertoire of excuses which all of us call on whenever we wish to preclude involvement in an activity or wish to conceal the true reason for something; therefore, the challenge to the recruiter was to transcend this formidable "smokescreen" and help the respondent face, and overcome, the true reason. In a gross understatement, this was no easy task since, to begin with, the truth was concealed from the interviewer for one of three reasons:

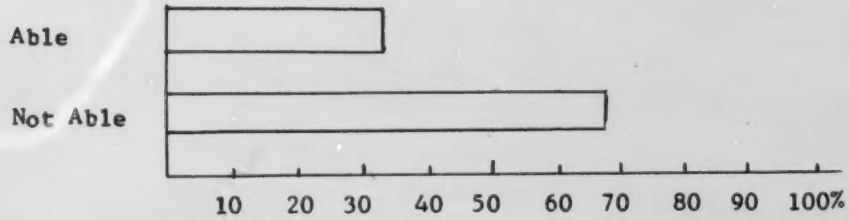
a. The respondent himself was unaware of the truth.

b. The truth would be embarrassing.

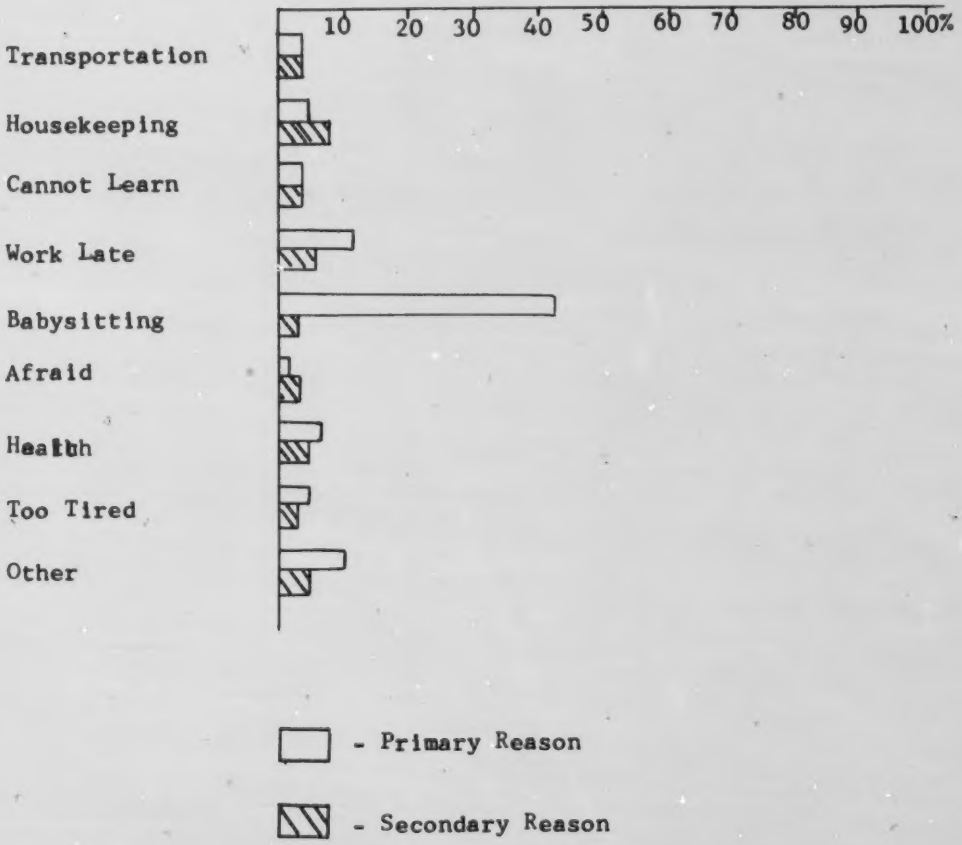
c. The respondent felt that it was none of the interviewer's business.

As was proven by the project, the fundamental groundwork which had to be laid by the interviewer in order to overcome the preceding three conditions was the establishment of a sincere rapport, imbued with trust, which would facilitate the flow of communication between respondent and interviewer. Much can be said at this point on the value of catharsis or the efficacy of a confidant, but in lieu of this, it will merely be stated that a personal rapport can and does bring the true reason to the surface.

Graph 15. Ability of Respondents to Attend Day Classes



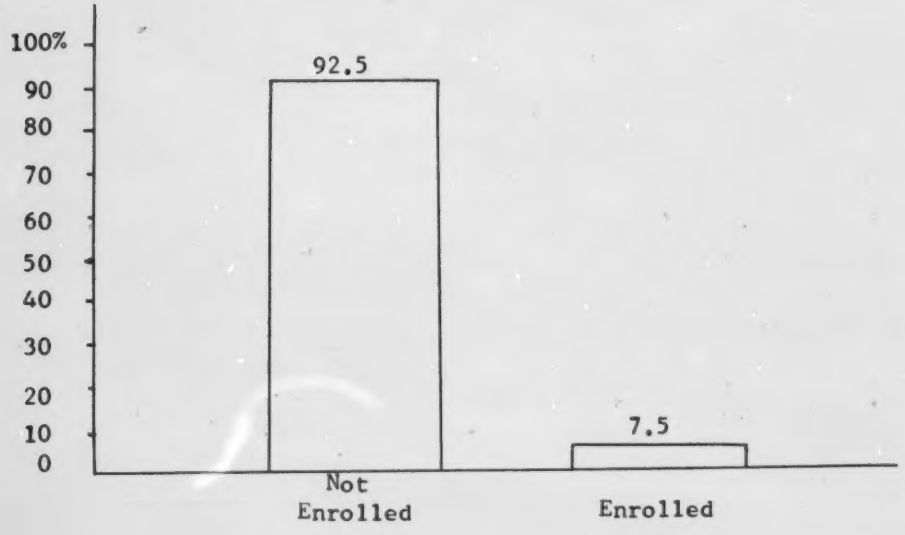
Graph 16. Deterrents to Day Class Attendance



Recruitment Results

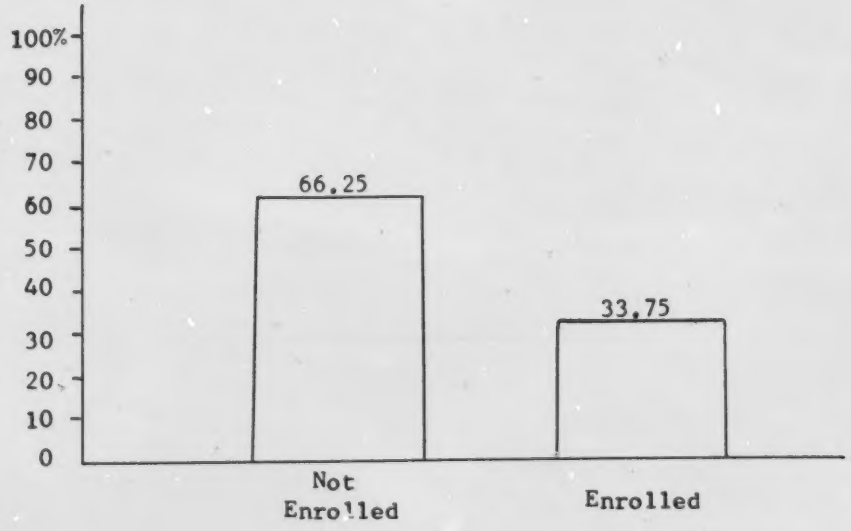
After the initial interview, an enrollment of 7.5% of the total respondents was observed. Though objectively a small percentage, it is relatively impressive. The reason for this statement is that only 2.5% of the control group, the group which was untouched by this project, enrolled in ACE classes during the entire duration of the experiment. But the fact which makes this 7.5% enrollment incredible is that the interviewers made no effort to recruit the respondents during the initial interviews. The implication should not be overlooked; mere exposure to information concerning free adult education was sufficient stimulus to motivate some people to attend classes. The fact that this information was received during a face-to-face encounter probably made it all the more efficacious.

Graph 17. Percentage of Respondents Recruited After Initial Interview



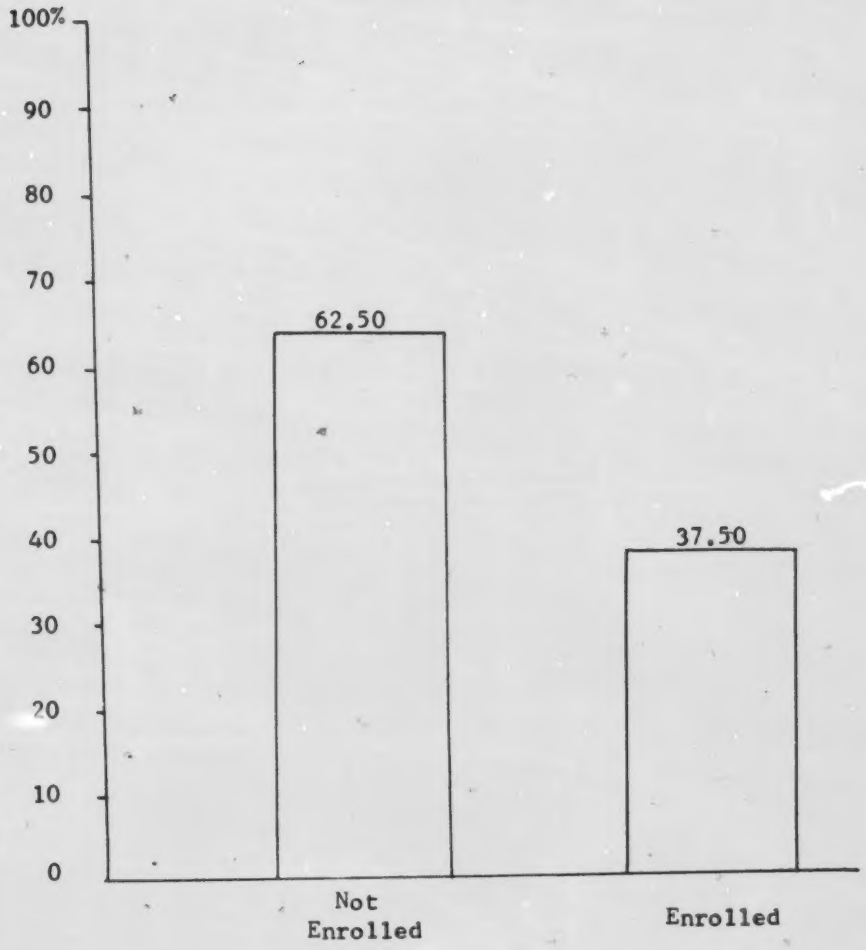
After the first follow-ups, the respondents were given approximately two weeks before they were contacted for the second follow-up. During this time an additional 22 subjects enrolled in ACE classes, thus bringing the total to 33.75%. This sharp increment was expected due to the recruitment techniques employed by the recruiters, even though some of those who promised to attend never appeared.

Graph 18. Percentage of Respondents Recruited After First Follow-Up



Graph 19 reflects data which is subject to increment; but to date, 37.5% of the experimental group, or 30 out of 80 individuals, have actually attended ACE classes. The percentage could rise by as much as 20% if all commitments are honored. It should be remembered that because these subjects were picked randomly, some of them either had no need for ACE classes or they were already enrolled; therefore, no

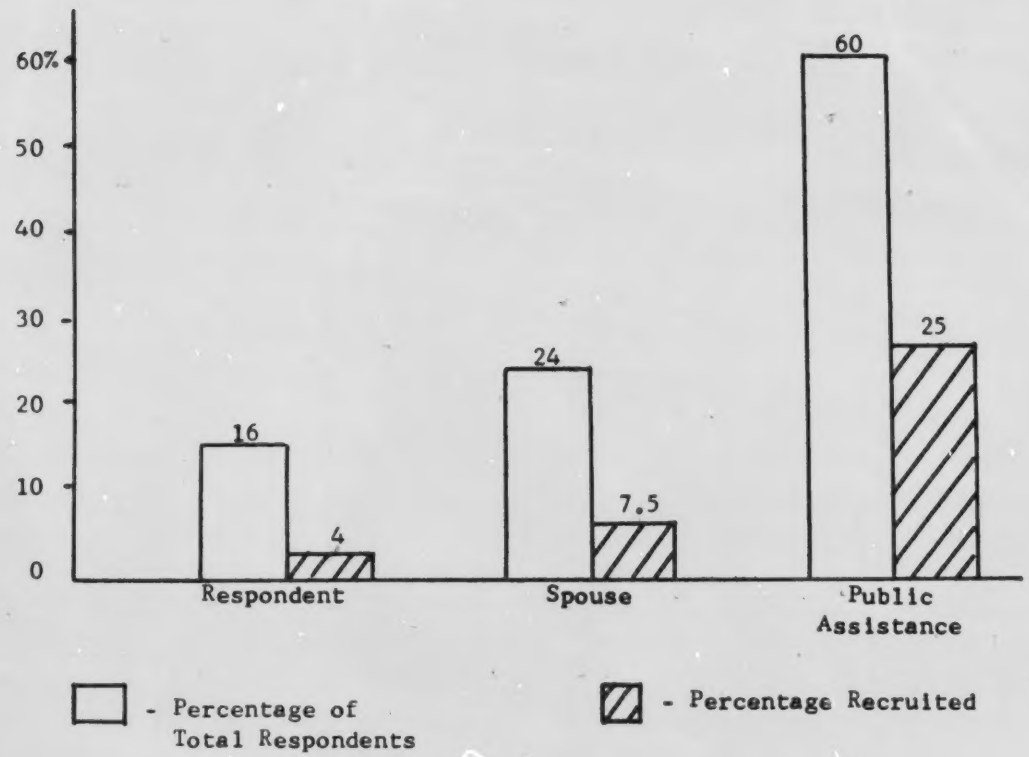
Graph 19. Percentage of Respondents Recruited After Second Follow-Up



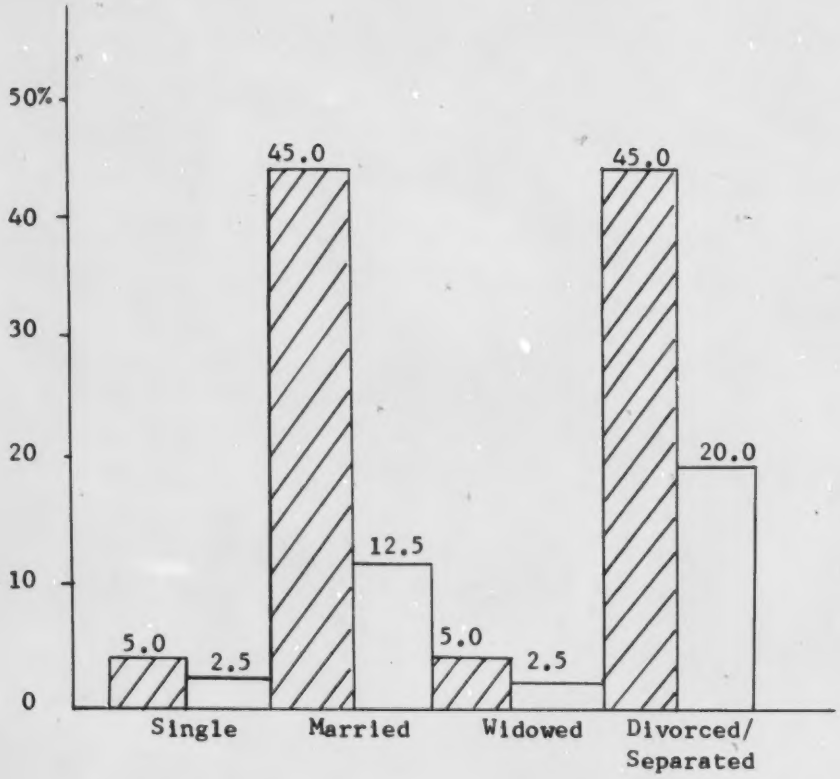
Categorical Results

Even before the termination of the project's activities, inquiry was made as to how many people were being recruited from the various educational, marital, age, and income categories. With the tabulation of the final data, it was possible to construct graphs which would illustrate the percentage of respondents recruited from these various categories. Graphs 20, 21, 22, and 23 depict this data; but since no significant trends were evident from the graphs, the staff will refrain from making comment on each individual category. Rather, the reader will be left to draw his own conclusions.

Graph 20. Percentage of Respondents Recruited from Appropriate Primary Income Sources



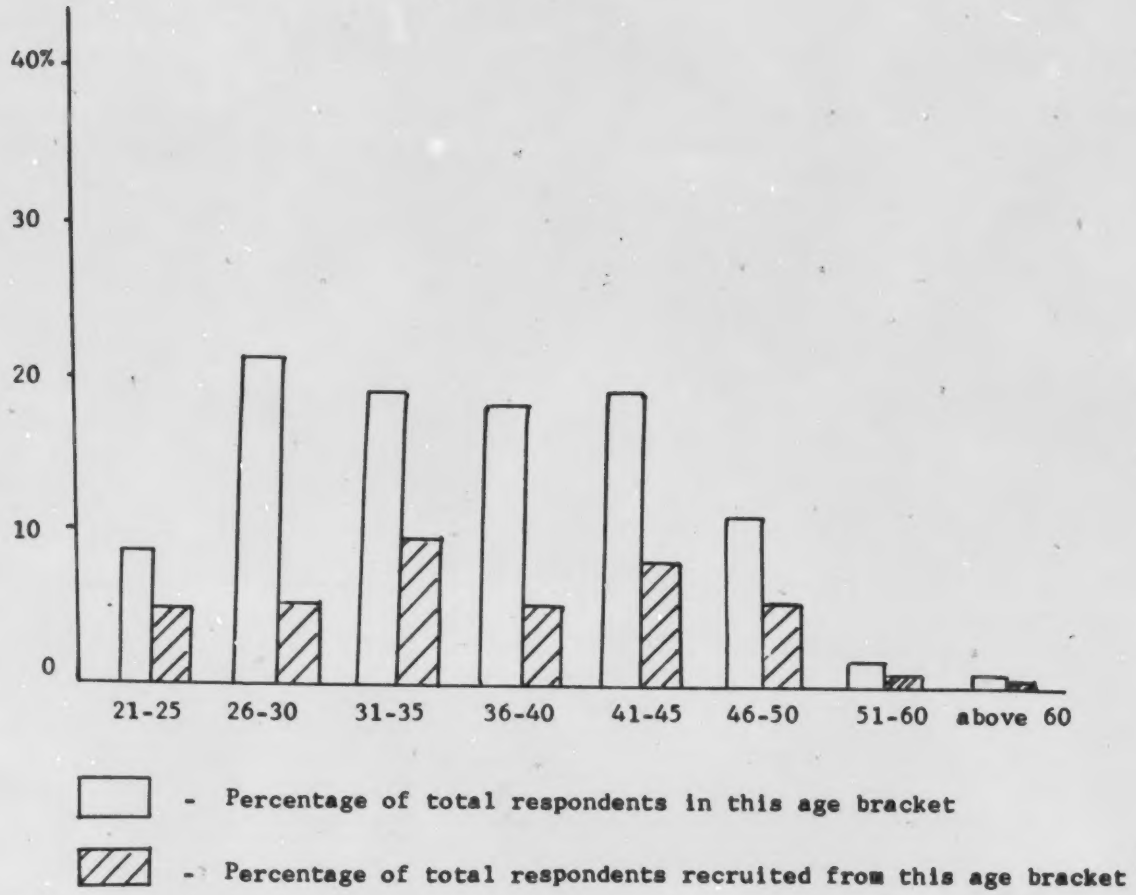
Graph 21. Percentage of Respondents Recruited from Appropriate Marital Categories



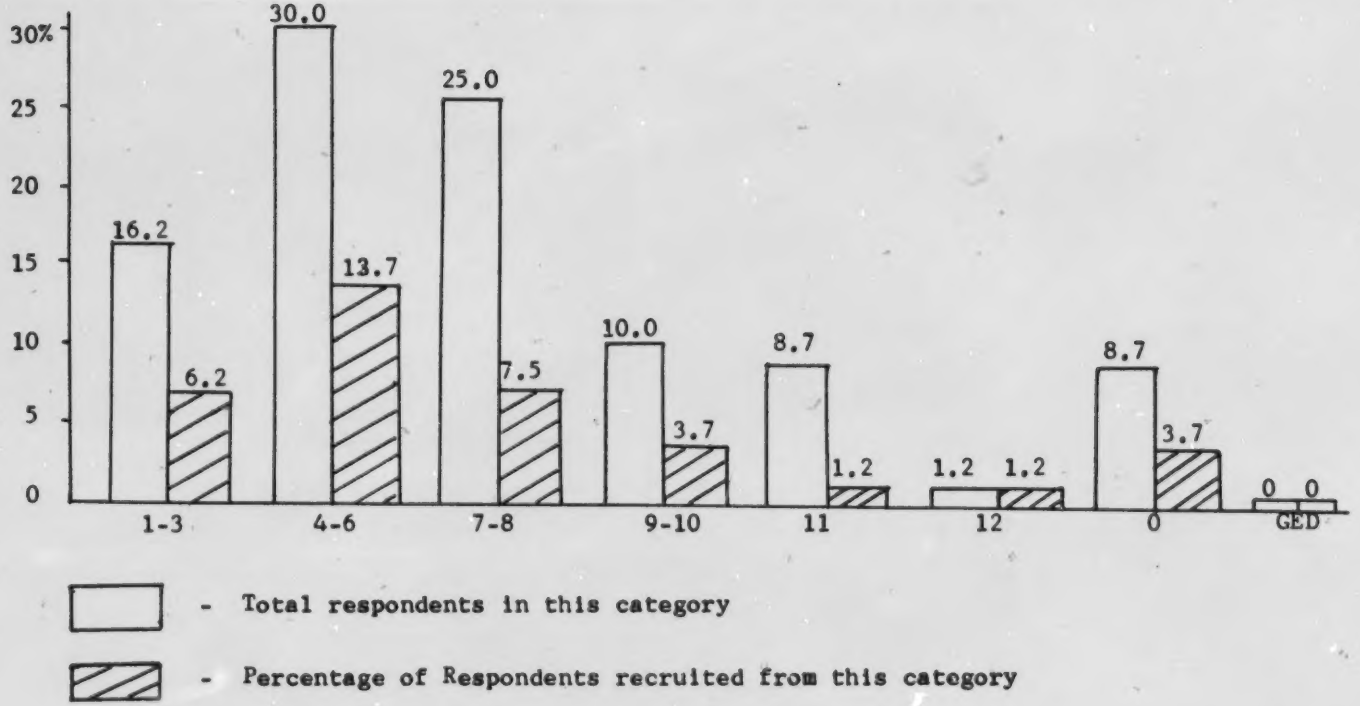
- Total respondents in this category (in percentage)

- Total respondents recruited from this category (in percentage)

Graph 22. Percentage of Respondents Recruited from Appropriate Age Brackets



Graph 23. Percentage of Respondents Recruited from Appropriate Grade Levels



Testing for the Significance of the Results

The results of Por Fin's efforts were visibly impressive when compared to the control group, but the results were subjected to the Chi-Square (X^2) test in order to verify their significance.

The X^2 test is applied to non-ranked, non-correlated data in order to answer the question, "Are the results typical of any sample from the target population, except for sampling error, or do they deviate so widely that we must conclude that it is not a chance deviation?"[14] By utilizing X^2, it was possible, with the tables at our disposal, to determine the reliability of our results at the .001 level. In other words, we could confidently predict that the chances of the project's results occurring as a matter of chance were less than one in one-thousand.

In order to perform the test, a table was constructed which contained the necessary information (Table 1). The information entered into this table was: Cell one—number of control subjects recruited (2); Cell two—number of control subjects not recruited (83); Cell three—number of experimental subjects recruited (30); Cell four—number of experimental subjects not recruited (50). These values were then summed into marginal totals, which in turn were summed into a grand total.

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[14] Clinton I. Chase, Elementary Statistical Procedures, McGraw-Hill (New York, 1967) p. 176.

Table 1. Chi-Square Work Table

Findings	Research Groups		Total
	Control	Experi-mental	
Recruited	2	30	32
Not Recruited	83	50	133
Total	85	80	165

Marginal Totlas

Grand Total

Marginal Totals

Narrative

At the .001 level of probability with one (1) degree of freedom (df), X^2 = 10.83. The obtained X^2 was 32.55; therefore, there is less than one (1) chance in one-thousand (1,000) that the obtained X^2 would have been obtained if the experimental variable did not have a significant effect. Conclusion: The obtained Chi-Square (X^2) is extremely significant. As a result of this conclusion, the null hypothesis is rejected and the converse is accepted; i.e., there is a significant difference in the number of individuals enrolled into class when a face-to-face technique is employed, as opposed to non-personal sorts of recruitment.

Research Impressions

This section of the report deals with observations, opinions, and impressions of the research staff towards the activities which they were engaged in. Notes, weekly reports, and follow-up narratives were the source for this compilation of information. It should be remembered that this section is by definition highly subjective, and should, therefore, not be accepted as empirical truth. On the other hand, these impressions are the product of one year's research, and should, therefore, be assigned commensurate credibility.

It was the collective opinion of the Por Fin staff that frustrations and insecurities in the students that eventually "turned them off" were further aggravated by the lack of communication in the teacher-student relationship. This was often brought about by the mutual insensitivity that existed between teachers and their students. This insensitivity was the offspring of two primary factors: 1) Strictly goal-oriented activity, and 2) Insufficient time.

The short time factor—the classes met for two hours twice a week—was hardly avoidable, since both teachers and students had daytime commitments. But the fact that the students' needs were not being met during the time that was spent in class indicated a strictly goal-oriented type of activity on the part of the teacher. The goal referred to here was that of trying to inculcate as much information into the student as possible, without regard for his other needs. Little regard was given to the students' mental comfort in this alien environment. As a result of this lack of sensitivity, the students became disenchanted.

Among the other points which made an impression with the staff members were:

1. The cordiality and hospitality exhibited by the respondents towards the staff.
2. The inability to locate some of the subjects, who never seemed to be at home, without continually returning to their residences practically everyday.
3. The fact that a large percentage of the respondents were Mexican nationals, therefore, many were unable to read or write English and unable to understand confusing American procedures.
4. The fact that all that was needed by some of the respondents to get them involved in ACE classes was a slight nudge in the right direction. The fact that someone actually extended a personal invitation to the classes was worth more than all of the printed matter that they could have possibly received.

Operation Armchair

The Armchair Program has in part answered a critical need inasmuch as there are many potential students who cannot leave their homes to attend classes because of family responsibilities, lack of transportation, lack of child-care, etc.

A total of 138 students have studied through the Armchair Program thus far. Of these, thirty-one have transferred into regular classes, and eighty are currently still studying. Most of these students are learning basic English, but a few are working for the G.E.D. Two have

succeeded in passing the test thus far.

If the success of the first year's work with Operation Armchair may be gauged by student response, and it would seem that this is an effective measure of recruiting technique, then the results must be considered favorable. The students have all been enthusiastic, and of the twelve who have dropped, none have done so because of any dissatisfaction with the program. Their problems have been of a personal nature. Obviously, the technique has promise.

Summary and Implications

Summary of Program

In reviewing the ACE programs on the national, state, and local levels, it was quite obvious that a problem which pervaded the vast majority of them was poor initial attendance, which could be directly attributed to ineffective recruiting techniques. Furthermore, the hard-core indigent suffered from the worst attendance rate of all, yet they were in greatest need for ACE classes. With this in mind, Por Fin I was created in order to develop and test a viable method for recruiting the hard-core indigent.

It was decided to develop and test a recruiting method which would employ a personal, face-to-face technique. The working hypothesis which was to be accepted or rejected at the project's completion was, Ho:* There is no significant difference in the number of persons recruited when recruitment techniques are varied from mass media to face-to-face interviews. The validity of this hypothesis would be judged according to the results obtained from a Chi-square analysis of the recruitment data.

The staff commenced its orientation to this recruitment method by analyzing pertinent literature, visiting other agencies which were involved in the recruitment of the educationally disadvantaged, and consulting with noted authorities in this field. Further familiarization with the target population was accomplished by means of a volunteer teaching period during which the staff was to gain firsthand knowledge of the classroom setting and of the target

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*The null hypothesis

group itself.

The experimental and control samples were then selected from the parents of children enrolled in bilingual classes at two Model Neighborhood Area schools. The two groups consisted of 80 subjects each.

The next phase of the project consisted of the development and testing of the interview schedule. A prototype schedule was developed which proved to need revision. After the necessary revisions were made, the schedule was tested for its effectiveness and was found to be quite satisfactory. With this very important tool now developed, the project was ready for the initial interview of the experimental group.

The purpose of the initial interviews centered on the compilation of demographic, economic, and educational data which would serve to delineate some of the basic characteristics of our sample group as well as to provide a foundation for the ensuing home visits.

With the background information obtained during the interviews at the staff's disposal, the project centered on the development of the face-to-face technique and its supportive materials. The supportive materials included picture folders, textbooks, and the language master. This recruitment package was finally utilized in a recruitment effort during the first follow-up period. Two weeks after the first follow-up was done on a subject, he was re-visited for a second follow-up. The recruitment package was not necessarily utilized on the second follow-up. Rather, techniques which had not been employed previously, but which seemed promising, would be tested for their effectiveness. The second follow-up was the project's final

contact with the experimental group.

Operating concurrently with the main project was a branch of Por Fin known as Armchair. This component recruited volunteer teachers who conducted classes for small groups of interested people in their own homes. This service was limited to those people who found it practically impossible to attend classes at locations other than their homes.

The findings of the Por Fin Project were divided into the following categories: Background Information, Recruitment Results, Categorical Results, Testing for the Significance of the Results, Research Impressions, and Operation Armchair.

Some of the more important background information included:

a. Mean time spent interviewing respondent was 23.7 minutes.

b. Mean age of respondents was 36.4 years.

c. 45% of the respondents were divorced or separated; 45% were married.

d. The typical household consisted of one female parent and 4-5 children.

e. Public support money was the primary source of income for 60% of the group.

f. Approximately 62% of the respondents were women who were unemployed and not seeking work, 19% could not find work, and 20% were employed either full or part-time.

g. 46.25% of the sample had less than a 6th grade education.

h. The reasons given for dropping out of school most frequently included the need to work, unaffordability, and marriage.

i. The group as a whole had a history of non-involvement, yet 78.75% were interested in educational programs.

j. 98.8% opted in favor of an academic curriculum rather than a vocational type.

k. Even though interested in education, 73% stated that they could not attend classes; the chief reason given was child-care problems.

Even though no effort was made to recruit respondents during the interview, 7.5% of the respondents enrolled into classes after this initial exposure to the recruiter; this percentage was increased quite significantly as a result of the follow-up efforts. Only 2.5% of the control group, the group untouched by the project, enrolled into ACE classes during the entire experiment.

The Chi-square test showed that at the .001 level of probability, with one degree of freedom (df), X^2=10.83. The obtained X^2 was 32.55, therefore, there is less than one chance in one-thousand that the obtained X^2 would have been obtained if the experimental variable did not have a significant effect. It is concluded that the obtained Chi-square is extremely significant. As a result of this conclusion, the null hypothesis is rejected and its obverse is accepted, i.e., there is a significant difference in the number of individuals enrolled into class when a face-to-face technique is employed, as opposed to non-personal methods of recruitment.

Finally, Armchair answered a critical need inasmuch as there were many potential students who could not leave their home to attend classes because of family responsibilities, lack of transportation, lack of child-care service, etc. A total of 138 students studied through the Armchair Program. Of these, thirty-one transferred into regular classes Most of these students were involved in learning basic English, but a few worked towards their G.E.D.'s; as of this writing two students had obtained it.

Future Research Implications

To accomplish its goal, Por Fin collected data, via interview schedule, from one-half of the random sample of 170 subjects. The subsequent statistical analysis dicates that future research is desired in this particular area of recruitment. By making the sample a more heterogeneous one, a more adequate base for analysis could be made. This is, one that not only encompasses parents of children in bilingual programs, but one of a more diversified nature—ethnic groups within the "culture of poverty."

Hitherto, efforts in constructing systematic inquiries into various methods of recruitment have been of a minimal nature. This fact alone indicates the need for future research in the area of recruitment of the hard-core in the field of adult education. Through the efforts of Por Fin, the face-to-face recruitment method was refined to such a degree that a statistical analysis of its results indicated that a significant difference in recruitment of hard-core was achieved by the utilization of this method.

Replication of the Por Fin experiment in other parts of the country would be desirable in testing the effects of other types of independent variables. By designing a controlled experiment from an adequate population, one could subject various samples to different forms of inducements. From the results of such an endeavor, a comparative analysis could be made and the effectiveness of each individual recruitment technique would be ascertained.

A need for studying variables that affect retention of adult students is tantamount in importance to the recruitment aspect of a program. No one variable can be designated as being the prime

reason for the appalling attrition rate that has acted as a common denominator among the ACE programs. These variables that have perpetuated a high attrition rate among students in ACE programs can be classified as psychological variables and external variables.

Research concerning these broad categories is essential in order to find ways of alleviating some of the problems that besiege ACE students. Future research in this area would center on minimizing problems which include low self-concept and the fact that a sudden change of environment—from hom to class—could expose a natural void in the respondent's frame-of-reference, which in turn could result in severe alienation toward education. These problems and others similar to them could have adverse affects on students and may lead to a lessening of his desire to continue in the program.

The external variables alluded to previously include limitations imposed upon the respondent due to pressures from employer, spouse, peer group, etc. We feel that is is not necessary to research these deterrents, since most researchers are already aware that they exist, but rather to remain cognizant of these extraneous variables which could be the real reasons for non-attendance, yet go unnoticed by the research project because they were concealed by an embarrassed respondent.

Program Implications

Being adequately informed in the working of service agencies in order to alleviate some of the impediments that deter people from attending class is imperative.

The main idea is that of providing a pool of information concern-

ing job training, legal problems, and educational opportunities that are provided by the various service agencies for the benefit of indigent persons living in the MNA. This phase of the ACE Program could be accomplished either by providing orientation material or by direct visitation to class by an agency representative. A well-coordinated effort between the community service agencies and the educational agency that is trying to encourage the whole family to participate in the educational process is an integral ingredient in the recipe that is needed to uplift the image of an ACE program in the barrios. This effort should be focused on providing pragmatic information to ACE students.

An adult basic education program could serve in a liaison capacity between those that can help and those that need the help. During the course of our study we found that hard-core individuals are ignorant of the programs and facilities that are available to them. It was the general belief of most of the people interviewed that if ACE could furnish this type of information they would be less reluctant to attend classes. Some of the programs that might be of interest to an ACE participant are Concentrated Employment Program (CEP), Legal Aid Program, and the Emergency Food and Medical Program.

With the successful recruitment program established by the methods used in Por Fin I goes the problem of retaining individuals after they have initially been recruited. Evidence indicates that individuals drop out of ACE programs for a number of external reasons. Often these reasons could be alleviated by the use of an affectively packaged and coordinated curriculum. In light of this problem, which is reflected in current ABE literature and research, the Por Fin II

study will be devoted to development of curricula to retain individuals who were recruited by the Por Fin I research effort, and other individuals being recruited now by this and several other local programs.

Specifically, the research thrust of the second year Por Fin study includes the following:

1. Culturally relevant curricula
2. Core and module curricula guidelines
3. A type of flexible program offering short-range incentives and goals to the adult student.

Recruitment Guide

Hard-Core Recruitment Problem

The hard-core illiterate individual that could benefit the most from ACE participation is not being recruited effectively. Appeals from established educational institutions and mass media elicit unsatisfactory response from the hard-core.

Proven Technique

Our face-to-face interview technique was tested and proven effective; it differs from previous efforts in its emphasis on build-up of rapport between recruiter and respondent and in its heavy emphasis on persuasive and motivational elements. Also included are some aspects of counseling. Personnel must be selected and trained to execute the technique effectively. The method provides a personalized approach with actual feedback from the respondent himself as to his needs, problems, and goals.

Recruitment Training Kit

A recruitment kit is being developed for implementation in the field. Included are an overview, a check list of characteristics desired in recruiters being selected, sensitivity training material, counseling guidelines, and sample dialogues for achieving commitment through interviews with the prospective students. Audio-visual aids are utilized extensively.

Desirable Characteristics of Recruiters

A recruiter must have considerable stability, aggressiveness, and enthusiasm to be able to deal with the many personalities he

will encounter. He must be able to cope with negative responses, such as apathy, hostility, or despondency, and not feel depressed or be discouraged easily. He must be aware that people with problems need individual help and be willing to exert an effort to assist the individual, not merely to subscribe to an abstract ideal of helping the masses. Ideally, the recruiter should conform to the racial and cultural norms of the respondents. Preferably, he should be an individual indigenous to the area whose empathy with the cultural norms will facilitate communication and establishment of rapport. The recruiter should be articulate, but he should communicate at a verbal level understood by the respondents. Overdressing should be avoided, but the recruiter should present an appearance that reflects favorably on the program.

Sensitivity Training

Sensitivity training to increase understanding of the culture of poverty, the ethnic background of the target population, and the social and psychological factors that can deter or induce participation is indispensible, as is training in basic counseling techniques, since the recruiter must help deal with a myriad of problems suffered by the respondents.

Supportive Services

Also essential to the effectiveness of the recruiter is his resourcefulness in making referrals to and obtaining help from supportive agencies. A central index of such agencies should be compiled and/or provided. Proper use of the index should be taught

in initial orientation procedures.

Knowledge of Educational Program

In order to be able to explain the program to the respondents, the recruiter must be acquainted with the curricula being taught and the teaching techniques being employed, as well as general policies governing the conduct of the classes. Relative to the purposes of the program, the recruiter must be impressed with the enormity of the illiteracy problem and the social ills it engenders. The recruiter must be made aware of the importance and critical nature of his recruitment effort. Close cooperation between recruiters, counselors, teachers, and administrators is essential and should be effected by constant communication.

Proper Attitudes To Achieve Commitment

Personal commitment to the purposes of the ACE Program is paramount to effectiveness as a recruiter because sincerity and dedication of purpose are transferred to the respondent, who will easily detect any insincerity. Of equal importance to the recruiter's personal commitment is his effectiveness in achieving rapport and in enrolling respondents in the program. In order to effect enrollment, the recruiter has to consider the respondent's ostensible objections, identify actual deterrents (most excuses conceal real reasons), and direct the interview session towards commitment, helping the respondent overcome personal fears and anxieties about reentering the educational system.

Techniques to Achieve Commitment

After establishing rapport and determining the real personal anxi-

eties deterring the respondent's participation, certain "closing" techniques are necessarily employed to achieve the more mechanical aspect of commitment; these are techniques that elicit positive verbal responses, and subsequently get the respondent to sign an enrollment form. These "closing" techniques should be learned so that they become automatic responses to "key" objections (baby-sitting needs, transportation problems, etc.) often raised; they must be practiced to be effective. Sample dialogues utilizing these techniques will be included in the recruitment kit being developed for implementation in the field. These include means of eliciting positive responses towards educational goals, using success stories, using solutions to personal needs, etc.

Introduction At Interview

If possible, the name or names of respondents should be obtained before the interview from records of referring or cooperating agencies and from individuals and/or neighbors if canvassing on a door-to-door basis. Even a criss-cross telephone address book can be utilized. The recruiter should give his name and identify his association with his "program of continuing education for adults." He should use the polite form of address especially with Spanish-speaking respondents. He should ask if indeed he is talking to the person whose name he has or ask for the person's name. Rather than stating outright that his purpose is recruitment, he should explain that the program wants to deal with the problem of undereducation that many people share, emphasizing that new opportunities exist, and that the program wants these opportunities for betterment to be made available to the indi-

viduals who previously were unable to take advantage of educational opportunities.

Obtaining Pertinent Information

By telling the respondent that the people who conduct the program want to know the needs of the individuals in the neighborhood in order to meet these needs and by asking the respondent to help by giving the recruiter a few minutes of his time, cooperation is more easily achieved. Pertinent questions may then be asked as per the devised interview schedule.

Building Rapport

Informal conversation helps in overcoming resistance. However, familiar forms of address should be used prudently as indicated by the clients response. Recruiters should realize that digression from the interview schedule can help build empathy and should not feel restricted from engaging in more personal "small talk." Questions and conversation that elicit opinions are particularly effective because the respondent is made to feel more important.

Emphasis of Initial Interview

Although the ultimate purpose of any interview is recruitment, it is important to build rapport first in order to achieve commitment; thus sometimes the first interview does only that plus supply information about the respondent. However, the recruiter should develop any opportunity to further relate the program to the respondent's needs and to try to achieve commitment.

Emphasis of Subsequent Interviews

If commitment is not achieved on the first interview, necessary preparation must be made to identify, evaluate, and resolve the respondent's objections so that the recruiter can present an approach overcoming deterrent problems. A greater emphasis should be placed on closing techniques throughout the subsequent interviews. The recruiter should realize that he is helping the respondent overcome rationalizations and inner fears, for there are few valid reasons for non-participation where there is a need; and he should be convincing and persuasive, not convinced and persuaded.

To recruit is to induce and commit prospects who otherwise would not attend, don't feel they need to attend, don't value education, or don't see any relation between their immediate problems and their lack of education.

Need For Subsequent Interviews

It is generally best to emphasize rapport building in the initial interview as immediate problems or momentary moods can prevent a respondent from enrolling. A subsequent interview may find him in a more receptive mood.

Reaffirm and Congratulate

After the respondent enrolls, the recruiter should congratulate the man on his decision to participate and on his good judgement and restate briefly the benefits to be derived. This is essential to avoid second thoughts about getting involved.

Insuring Attendance

Keeping in mind that anxiety is a major deterrent to attendance, the recruiter should help the respondent by taking him to class and by making him feel at ease in that environment.

Follow-Up

Having made the initial contact with the respondent, the recruiter should be empathatic and effective in maintaining student interest in the program. He should continue to contact and counsel his recruits.

Alternatives To Class Participation

In extreme cases of health impairment or other extenuating circumstances which make participation in the learning center programs impossible, prospective students should be given the alternative to enroll in home-study programs, such as "Armchair" programs.

Appendices

APPENDIX I

POR FIN QUESTIONNAIRE

INTERVIEWER_____ DATE_____

PERSONAL DATA

NAME_____ DATE OF BIRTH_____
Last First Middle

ADDRESS_____ TELEPHONE NO._____

PLACE OF BIRTH_____ U.S. CITIZEN_____ SEX_____

MARITAL STATUS_____ NUMBER OF CHILDREN_____

FAMILY COMPOSITION

Name	Relation	Sex	Date of Birth	Grade Completed	Remarks

INCOME

OCCUPATION_____ PLACE OF EMPLOYMENT_____

UNEMPLOYED_____ EMPLOYED PART-TIME_____ UNDER-EMPLOYED_____

DOES FAMILY RECEIVE BENEFITS FROM: SOCIAL SECURITY_____

VA BENEFITS_____ STATE AID_____ OTHER_____

SPECIAL ABILITIES_____

HOBBIES_____

JOB PREFERENCE_____

EDUCATION

GRADE COMPLETED 0 1 2 3 4 5 6 7 8 9 10 11 12

REASON FOR DROPPING OUT_____

EVER ATTENDED ABE CLASSES_____ WHERE_____ LEVEL REACHED_____

REASON FOR DROPPING OUT_____

INVOLVED IN ANY OF THE FOLLOWING: PTA_____ P.E. SUPERVISOR AIDE_____

SCHOOL CLUB_____ COMMUNITY ACTIVITY_____ OTHER_____

REASON INDIVIDUAL CANNOT ATTEND ABE CLASSES:

TRANSPORTATION _____ BABYSITTING _____ TOO TIRED _____

NO CLOTHES _____ AFRAID _____ WORK LATE _____

CANNOT LEARN _____ HEALTH _____ OTHER _____

ARE YOU INTERESTED IN CONTINUING YOUR EDUCATION?_____

AT HOME _____ CLASS IN NEIGHBOR"S HOUSE _____ CLASS IN "BARRIO"_____

REGULAR ADULT BASIC EDUCATION CENTER _____

LOCATION OF NEAREST ABE CENTER (CLASS)_____

WHAT WOULD YOU LIKE TO LEARN IN ABE?_____

HAS ANY CHILD IN THE HOME ATTENDED ANY OF THE FOLLOWING:

HEADSTART_____ BILINGUAL_____ OTHER_____

ATTITUDE TOWARDS EDUCATIONAL SYSTEM_____

_____

HOW COULD IT BE IMPROVED TO FIT YOUR NEEDS?_____

_____

REMARKS:_____

_____

_____

INTERVIEWER

HOW DID INDIVIDUAL REACT TO YOUR QUESTIONS?_____

_____

_____

_____

_____

WHAT PART OR QUESTION YOU THINK YOU SHOULD HAVE LEFT OUT?_____

_____

_____

_____

_____

DID INDIVIDUAL RECOMMEND YOU VISIT ANOTHER MODEL CITIES RESIDENT?_____

IF YES, GIVE NAME_____

ADDRESS_____

WHAT PART OF THE INTERVIEW DO YOU FEEL MOTIVATED THE INDIVIDUAL?_____

_____

_____

_____

_____

DO YOU FEEL THIS WAS AN INNOVATIVE OR CREATIVE TECHNIQUE OR METHOD OF RECRUITING?_____

WHY?_____

_____

_____

_____

APPENDIX II

Interviewer_____

POR FIN QUESTIONNAIRE

1. Date_____ 2. Time: (From)_____ (To)_____

3. Name of Respondent_____
Last First M.I.

4. Address_____ 5. Phone No._____

6. Pupil_____ 7. _____
(First & Last Name) What Relationship

8. Marital Status (Circle One)

A. Never Married C. Widowed

B. Married D. Divorced/Separated

9. Head of Household

A. Respondent Yes_____ No_____

B. If Not Respondent, Who_____

_____

10. Primary Source of Income

A. Respondent Yes_____ No_____

B. If Not Respondent, Who_____

_____

C. Public Assistance(List)_____

_____

11. Current Work Status

A. Employed Full Time (At Least 32 Hours/Week)
B. Employed Part-Time (Less Than 32 Hours/Week)
C. Unemployed
D. Not in Labor Force or Housewife
E. Job Training (Stipend)

12. If not employed Full Time give primary reason.(Circle One or More, Check Most Important

A. Unable to Find Work
B. Keeping House
C. In School
D. Retired
E. Not Seeking Work
F. Health Problem
G. Transportation
H. Lacks Education, Training Skill Experience or has obsolete skill
I. Child Care Problem
J. Care of Other Family Member
K. Conviction Record
L. Other - (Specify)_____

_____

13. Household Composition

Total Children Living At Home____ Total Adults Living At Home____

Ages	Sex	Grade Completed

Ages	Sex	Grade Completed

14. Respondents Reason For Dropping Out of School_____

_____

15. Respondents Participation in Educational Related Programs

	Present	Past
A. OJT/Apprenticeship		
B. ABE		
C. Vocational/Technical/Academic		
D. Other		

16. Respondents Participation in Community Activities (What)_____

_____

17. Interested in Continuing Your Education? (Circle One)

A. No Why?_____

B. If Yes, What would you like to learn_____

Subjects Trade

18. Can You Now Attend ACE During The Day: A. Yes B. No

If No Why? (Circle One or More, Check Most Important)

A. Transportation
B. Housekeeping
C. No Clothes
D. Cannot Learn
E. Work Late
F. Babysitting
G. Afraid
H. Health
I. Too Tired
J. Other_____

_____

19. Can You Now Attend ACE At Night: A. Yes B. No

If No Why? (Circle One or More, Check Most Important)

A. Transportation	D. Cannot Learn	G. Afraid(Night Class)
B. Housekeeping	E. Work Late	H. Health
C. No Clothes	F. Babysitting	I. Too Tired
		J. Other_____
		_____

20. If Need to Explain Any of the Above.

Remarks:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX III

Interviewer T. De Leon

POR FIN QUESTIONNAIRE

1. Date 1-19-71 2. Time: (From) 9:55 A.M. (To) 11:15 A.M.

3. Name of Respondent Doe, (Last) Mary (John) Mrs. (First) (M.I.)

4. Address 1111 San Antonio St. 5. Phone No. None

6. Pupil Diane Doe (First & Last Name) 7. Mother (What Relationship)

8. Marital Status (Circle One)

A. Never Married
B. Married
C. Widowed
(D.) Divorced/Separated

9. Head of Household

A. Respondent Yes ✓ No ____
B. If Not Respondent, Who ____

10. Primary Source of Income

A. Respondent Yes ____ No ✓
B. If Not Respondent, Who ____
C. Public Assistance(List) Welfare

11. Current Work Status

A. Employed Full Time (At Least 32 Hours/Week)
B. Employed Part-Time (Less Than 32 Hours/Week)
(C.) Unemployed
D. Not in Labor Force or Housewife
E. Job Training (Stipend)

12. If not employed Full Time give primary reason. (Circle One or More, Check Most Important)

A. Unable to Find Work
B. Keeping House
C. In School
D. Retired
E. Not Seeking Work
F. Health Problem
G. Transportation
H. Lacks Education, Training Skill Experience or has obsolete skill
(I.) Child Care Problem
J. Care of Other Family Member
K. Conviction Record
L. Other - (Specify) Does not want to work

13. Household Composition

Total Children Living At Home 6

Ages	Sex	Grade Completed
6	F	1
9	M	3
11	M	4
12	M	6
13	M	6
3	M	0

Total Adults Living At Home 1

Ages	Sex	Grade Completed
31	F	5

14. Respondents Reason For Dropping Out of School Continuously moving never in one place, parents didn't make her attend school

15. Respondents Participation in Educational Related Programs

	Present	Past
A. OJT/Apprenticeship	NO	NO
B. ABE	"	"
C. Vocational/Technical/Academic	"	"
D. Other	"	"

16. Respondents Participation in Community Activities (What) No

17. Interested in Continuing Your Education? (Circle One)

(A. No) Why? She is undecided as whether to continue her education

B. If Yes, What would you like to learn _____
Subjects Trade

18. Can You Now Attend ACE During The Day: A. Yes B. (No)

If No Why? (Circle One or More, Check Most Important)

A. Transportation
B. Housekeeping
C. No Clothes
D. Cannot Learn
E. Work Late
F. Babysitting
G. Afraid
H. Health
I. Too Tired
J. Other Does not care to.

QUESTIONNAIRE

19. Can You Now Attend ACE At Night: A. Yes B. (No)

If No Why? (Circle One or More, Check Most Important)

A. Transportation	D. Cannot Learn	G. Afraid(Night Class)
B. Housekeeping	E. Work Late	H. Health
C. No Clothes	F. Babysitting	I. Too Tired
		J. Other Does not care to

20. If Need to Explain Any of the Above.

Remarks: Mrs. Doe said that she could attend an ACE class, but at this time she was undecided as to whether she wanted to attend class. A follow-up is desired.

APPENDIX III
(Attachment)

Initial Interview Date: 1/19/71 Respondent's Name: Frances Doe

Interviewer: Tony De Leon Address: 1111 San Antonio

Follow-Up Needed

Mrs. Doe was interviewed in the morning. The total time elapsed during the course of the interview was one hour and twenty minutes. During the course of the interview, we spoke about her family neighborhood conditions and in particular we spoke about her son, Willie.

Mrs. Doe is the mother of six (6) children and she is divorced. She is the head of the household, and the primary source of income are those benefits that she receives from the Welfare Department. At present Mrs. Doe is unemployed. Her unemployment status is attributed to the fact that she has to take care of her three(3) year old boy.

The highest grade that Mrs. Doe attained was the fifth grade. She said that she dropped out of school because her family was alwyas moving. She also said that her family was very apathetic insofar as insisting that their children attend school. Mrs. Doe has never participated in any form of educational related program. At present, she is undecided as to whether to continue her education or not. Mrs. Doe said that she might be able to attend a few hours of class each week, but that at this particular time she was very worried because her oldest son, Willie who is 13 years old has gotten into the habit of hanging around with what she calls undesirable companions.

APPENDIX IV a.

MRS. MARY DOE

1111 San Antonio

First Follow-Up

Date 2/25/71

Tony De Leon

The first follow-up to Mrs. Doe was administered by Mrs. Miranda and me. At the outset of our conversation I introduced Mrs. Miranda to her and also gave her a summary of our re-visit to her home.

During the initial portion of our discourse with Mrs. Doe, she told us that her son, Willie, was now attending school regularly. This has alleviated her worries considerably.

In my initial interview with Mrs. Doe she had cited baby-sitting as one of her major deterrents that prevented her from attending class. Sincer her youngest child at home is a three year old boy, we told her that she could bring him with her if she attended the ACE class at Adult Learning Center No. I. We even offered her transportation for her initial visit to the ACE class.

Mrs. Doe attended class on February 26, 1971. She did not bring her child since she found a neighbor to babysit for her while she attended the ACE class.

In conclusion, the prime motivating factor involved in recruiting Mrs. Doe was the fact that we had shown an interest in her family and in the community in which she resided. The establishment of a continuous rapport between Mrs. Doe and us had elicited genuine replies to the questions that had been posted to her. She told us that from her point of view people were just indifferent to the "educational opportunities" that were being provided for them.

APPENDIX IV b.

MRS. JOHN DOE

1145 San Antonio St.

Second Follow-Up

Date: 3/22/71

Robert Ramirez

Tony and I approached Mrs. Doe's residence and she responded to Tony's knock readily. Tony reminded her where we were from, so she was quick to point out that she could not go to classes because of her children. Tony asked what would happen if we could offer her a baby-sitter; she invited us in.

Tony expounded his previous statement by describing the baby-sitting service. Mrs. Doe asked if the service could care for all five (5) of her children. When she was told that indeed it could, she said that she would be interested in attending. She was told were and when she could attend classes, and she chose Tuesday, March 23, at 6:30 P.M.

Since the ALC #1 is quite distant from her home, Mrs. Doe requested that someone pick her up and bring her back home.

APPENDIX V

FREQUENCY OF RESPONSES

Area:
- J.T. -- 44
- L.P. -- 36

Interviewer:
- Willie -- 13
- Tony -- 18
- Amelia -- 24
- Rosa -- 25

Time:
- 0-5 mins. -- 3
- 6-10 -- 8
- 11-15 -- 15
- 16-20 -- 22
- 21-25 -- 12
- 26-30 -- 5
- 31-60 -- 14
- 60- -- 1

Age of Respondent:
- 20-25 -- 7
- 26-30 -- 17
- 31-35 -- 15
- 36-40 -- 14
- 41-45 -- 15
- 46-50 -- 9
- 51-60 -- 2
- 61- -- 1

Sex of Respondent:
- F -- 68
- M -- 12

Marital Status:
- Never Married -- 4
- Married -- 36
- Widowed -- 4
- Divorced/Separated -- 36

Respondent Head of Household:
- Yes -- 58
- No -- 22

Head of Household Other Than Respondent:
- Non-applicable -- 58
- Spouse -- 22
- Other -- 0

Primary Source of Income:
- Self -- 10
- Other -- 70

Public Assistance:
- Yes -- 50
- No -- 30

Primary Source If Other Than Respondent:
- Non-applicable -- 13
- Spouse -- 19
- Other -- 48

Current Work Status:
- Employed Full Time -- 15
- Employed Part Time -- 1
- Unemployed -- 15
- Not In Labor Force -- 49
- Job Training(Stipend) 0

Primary Reason Not Employed:
- Unable to Find Work -- 3
- Keeping House -- 2
- Not Seeking Work -- 21
- Health Problem -- 6
- Transportation -- 0
- Lacks Education -- 2
- Child-Care Problem -- 27
- Care of Family Member -- 2
- Other -- 2

Total Children:
- 1 -- 2
- 2 -- 5
- 3 -- 11
- 4 -- 18
- 5 -- 19
- 6 -- 8
- 7 -- 5
- 8 -- 4
- 9 -- 8

Frequency of Responses (Cont'd.)

Total Adults:

1 -- 41	4 -- 3
2 -- 34	5 -- 0
3 -- 1	6 -- 1

Highest Grade Completed:

- Non-applicable (no school) -- 7
- 1-3 -- 13
- 4-6 -- 24
- 7-8 -- 20
- 9-10 -- 8
- 11 -- 7
- 12 -- 1
- GED -- 0

Reason for Dropping Out of School:

- Non-applicable -- 5
- Work -- 29
- To Marry -- 11
- Disenchanted -- 10
- Saw No Need -- 4
- Unaffordable -- 7
- Discrimination -- 0
- No Progress -- 0
- Other -- 4

Present Programs Respondent Involved In:

- None -- 75
- OJT/Apprenticeship -- 1
- ABE -- 1
- Voc./Tech./Academic -- 0
- Other -- 3

Past Programs:

- None -- 65
- OJT -- 6
- ABE -- 4
- Voc./Tech./Academic -- 2
- Other -- 3

Community Activities Involved In:

- None -- 61
- PTA -- 12
- Residents' Assoc. -- 3
- Church Activities -- 1
- Other -- 3

Interested In Continuing Education:

- Yes -- 63
- No -- 17

Curriculum Preference:

- Vocational -- 2
- Academic -- 60
- Neither -- 18

Able To Attend ACE During the Day:

- No Reply -- 4
- Yes -- 21
- No -- 55

Reason Why Respondent Cannot Attend:

- Transportation - 1
- Housekeeping -- 1
- Cannot Learn -- 1
- Work Late -- 5
- Babysitting -- 31
- Afraid -- 0
- Health -- 6
- Too Tired -- 3
- Other -- 8

Able To Attend at Night:

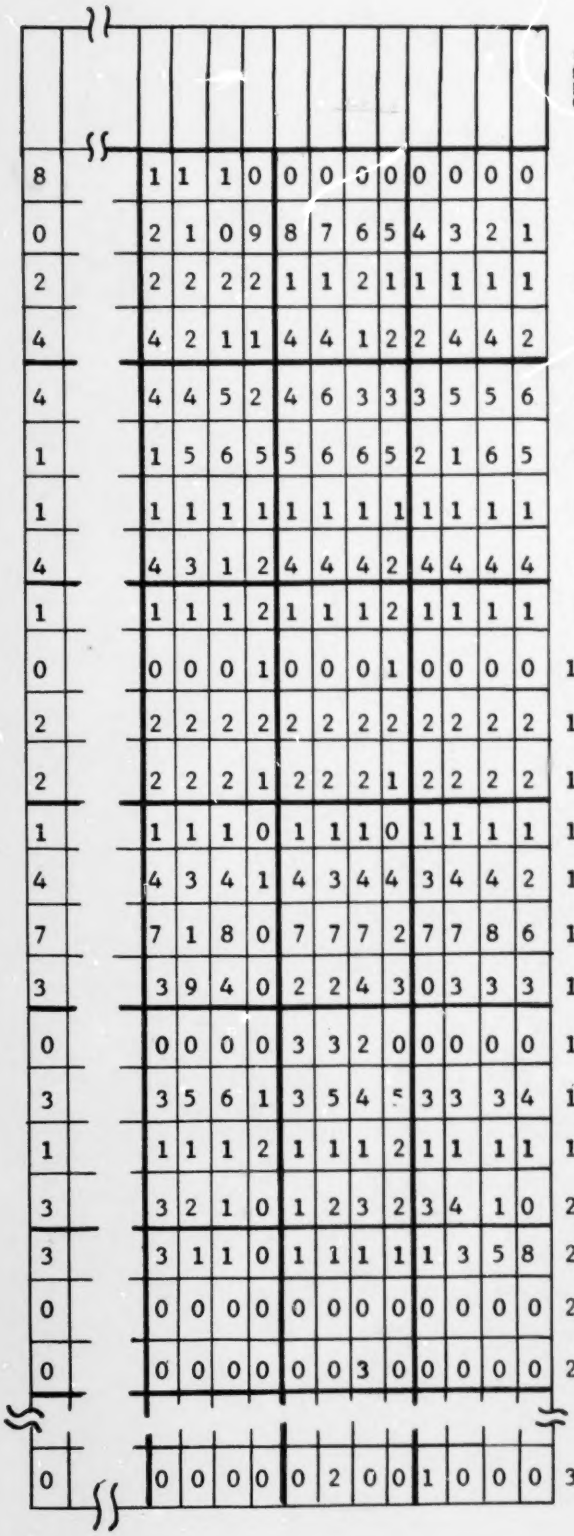
- No Reply -- 3
- Yes -- 27
- No -- 50

Deterrents To Night Class Attendance:

- Transportation -- 1
- Housekeeping -- 1
- Cannot Learn -- 1
- Work Late -- 2
- Babysitting -- 26
- Afraid -- 3
- Health -- 3
- Too Tired -- 1
- Other -- 11

APPENDIX VI

IBM MASTER CODE



														Name	
8		1	1	1	0	0	0	0	0	0	0	0	0	1	Order of
0		2	1	0	9	8	7	6	5	4	3	2	1	2	Interview (1-85)
2		2	2	2	2	1	1	2	1	1	1	1	1	3	Area (1-2)
4		4	2	1	1	4	4	1	2	2	4	4	2	4	Interviewer (1-4)
4		4	4	5	2	4	6	3	3	3	5	5	6	5	Time (1-8)
1		1	5	6	5	5	6	6	5	2	1	6	5	6	Age (1-8)
1		1	1	1	1	1	1	1	1	1	1	1	1	7	Sex (1-2)
4		4	3	1	2	4	4	4	2	4	4	4	4	8	Marital Status (1-4)
1		1	1	1	2	1	1	1	2	1	1	1	1	9	Head of Household (1-2)
0		0	0	0	1	0	0	0	1	0	0	0	0	10	Other Head of Household (0-2)
2		2	2	2	2	2	2	2	2	2	2	2	2	11	Primary Income (1-2)
2		2	2	2	1	2	2	2	1	2	2	2	2	12	Other Primary Source (0-2)
1		1	1	1	0	1	1	1	0	1	1	1	1	13	Public Assistance (0-1)
4		4	3	4	1	4	3	4	4	3	4	4	2	14	Current Work Status (1-5)
7		7	1	8	0	7	7	7	2	7	7	8	6	15	Primary Reason Not Employed (0-9)
3		3	9	4	0	2	2	4	3	0	3	3	3	16	Other Reason (0-9)
0		0	0	0	0	3	3	2	0	0	0	0	0	17	Other Reason (0-9)
3		3	5	6	1	3	5	4	5	3	3	3	4	18	Total Children (0-9)
1		1	1	1	2	1	1	1	2	1	1	1	1	19	Total Adults (1-5)
3		3	2	1	0	1	2	3	2	3	4	1	0	20	Grade Completed (0-7)
3		3	1	1	0	1	1	1	1	1	3	5	8	21	Reason for Dropping Out (0-8)
0		0	0	0	0	0	0	0	0	0	0	0	0	22	Present Programs (0-4)
0		0	0	0	0	0	0	3	0	0	0	0	0	23	Past Programs (0-4)
0		0	0	0	0	0	2	0	0	1	0	0	0	36	2nd. Follow-Up (0-2)

APPENDIX VII

PROGRESS ACITIVITIES CHART

Name	Address	Random No.	Interview Date	Interview Results	Inter-viewer	Follow-Up Results 1st.	2nd.
		33 JT	1-26-71	P	A. Duran	R	-
		58 LP	1-26-71	P	T. DeLeon	P	N
		65 JT	1-26-71	P	R.Espinoza	P	N
		12 JT	2-10-71	P	W. Bueno	N	R
		31 LP	2-11-71	R	R. Ramirez	-	-

APPENDIX VIII

POR FIN
TIMETABLE OF RESEARCH ACTIVITIES

1. Initial Formulation of the Research Proposal - June, 1970

2a. Determination of Staff Requirements - July, 1970

2b. Fund Approval - July, 1970

3a. Staff Recruitment - August, 1970

3b. Acquisition of Equipment, Supplies, and Office Space for Staff - August, 1970

4a. Staff Coordination and Familiarization with ABE Program and services, and POR FIN Objectives. - August, 1970

4a.1. Volunteer Teaching - Sept. 1970

4b. Staff Orientation to the Model Cities Area. - August, 1970

4b.1. Review of Data and Programs related to the Research Proposal - August, 1970

4b.2. Investigation of Recruiting Techniques utilized by other Social and Educational Agencies. - September, 1970

4b.3. Established communication with MNA residents through resident associations and organizations. - Sept. 1970

5. Established working relationship with school district Bilingual Coordinators and Familiarization with Bilingual Education in Model Cities. - Sept. 1970

6. Designation of J.T. Brackenridge and Las Palmas Elementary Schools as Focal Points for the Study. - Sept. 1970

6a. Obtained listings of Students in Bilingual Education. - Sept. 1970

7. Develop Prototype Questionnaire - Sept. 1970

8. Interviewer Training - Sept. 1970

9. Data Collection - Oct.-Nov.-Dec. 1970

10. Preliminary Data Review - Nov. 1970

11. New Project Director - Dec. 1970

12. Develop Timetable of Research Activities - Jan. 1971

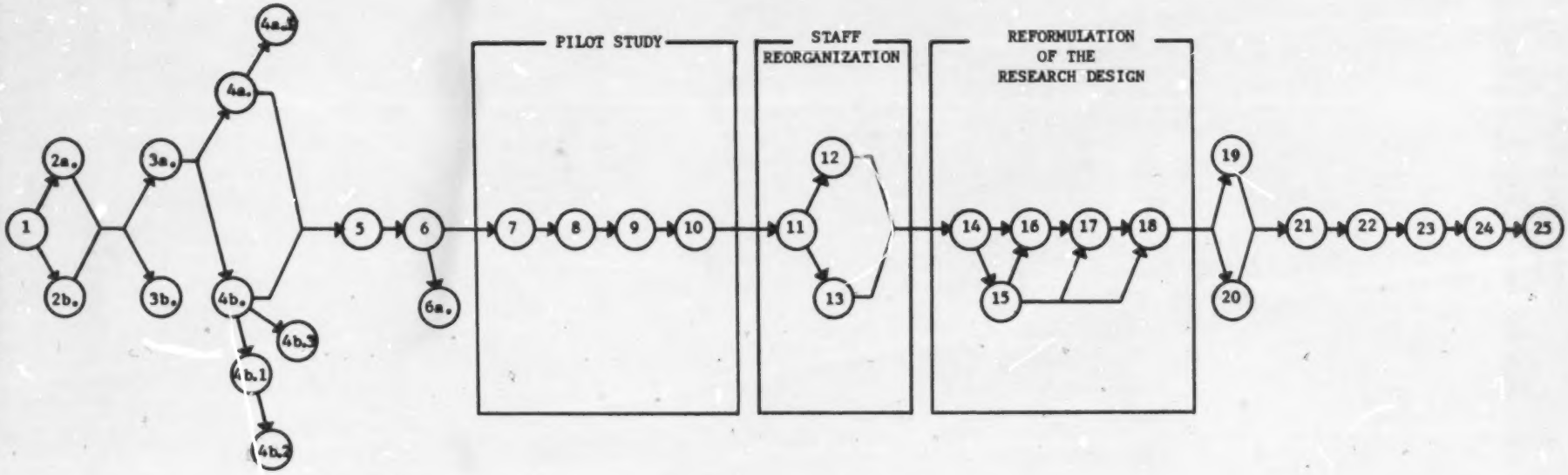
13. Acquisition of Consultant Services - Dec. 1970
14. Selection of the Sample - Jan. 1971
15. Staff Training - Dec. 1970 & Jan. 1971
16. Developed Interview Schedule - Jan. 1971
17. Field Testing Interview Schedule - Jan. 1971
18. Revised Interview Schedule - Jan. 1971
19. Initiate Data Collection - Jan.-Feb.-March 1971
20. Edit Data Collected - Jan.-Feb.-March 1971
21. Adapt Data to ADP Processing - March, April 1971
22. Data Analysis - March, April 1971
23. Interpretation of Results - May, 1971
24. Publish Research Findings - May, 1971
25. Develop Guide - June 1971

APPENDIX VIII (Cont'd.)

POR FIN

RESEARCH ACTIVITY

FLOW CHART



APPENDIX IX

CONSULTANT'S EVALUATION

The evaluation of a formal research program having to do with applied social research is never an easy task for the consultant. Applied social research is somewhat difficult to evaluate since it involves the value judgements of the community about what is good or necessary to pure research which is concerned only with the basic principle of scientific accuracy and reliability. Since the Por Fin Project is a research project rather than an operational type, the consultant should evaluate the project in light of its accuracy and usefulness as research and not in terms of any other criteria.

The basic idea behind Por Fin was to relate families in the model cities area to the adult basic educational effort because functional illiteracy in the Model Neighborhood Area is so concentrated and pervasive. Its goals were to find what the educational needs of the population in this neighborhood were, and then find a method to involve them in education. Por Fin I was concerned primarily with recruitment efforts and techniques. Therefore, it should be evaluated basically in the light of how successful it was as a recruitment project and in terms of what useful techniques of recruitment came from the overall research. New recruitment packages should have two characteristics: they should be unique in that they have not been extensively used before, and they should be successful in terms of gaining a higher rate of response to initial participation than has been achieved by previous efforts.

Program Validity

Let us look for a moment at the success of the Por Fin I Project in meeting its goals in terms of program implications. The face-to-face method of recruitment developed by Por Fin involves a number of components that have been well known in the social sciences for a number of years. Probably the greatest asset provided by the face-to-face recruitment method is its potential feedback. In recruiting an adult into education programs one hopes to do two things: 1) change basically negative attitudes toward adult education into positive ones, 2) convert these attitudes into positive behavior, i.e., enrolling in adult education programs. Most respondents have a number of "rationalizations" which they can use to avoid participation in such a program. If the recruiter gets this feedback from the individual respondent during the actual recruitment procedures, he can then counter these "rationalization arguments" with arguments of his own. The well trained recruiter can thus overcome the resistance to social change in this area. The resistance to change is resistance to opt for advancement of one's educational level. Another advantage of the face-to-face method of recruitment is that the recruiter is someone who the respondent can personally communicate with. The recruiter is often a member of the respondent's ethnic group and literally speaks his language in the case where the respondent's language is not English. The recruiter is often able to understand the respondent's basic problems since he has come from the same community. One only has to look at the success rate of the Por Fin Program in terms of initial recruitment to see that the methods is effective.

To some, an initial participation rate of 40% may not seem like a good participation rate. When this rate is viewed in terms of the appallingly low rates of participation elicited by other programs, it can be seen that this is a very significant step forward in terms of recruitment techniques. If one understands that these so called hard-core undereducated are the individuals that are considered impossible to elicit participation from, in terms of any kind of project, it then becomes obvious that the face-to-face technique is the most effective thus far in getting to this group and establishing rapport with individuals in the culture of poverty. When one understands the characteristics of a hard-core poverty person, it becomes almost a truism that this is the only means of reaching most of these people.

Technical Validity

Another area of the Por Fin I Project that must be evaluated is, of course, its technical research validity in terms of overall research testing and statistical analysis. In other words, we must ask whether or not the overall research design was efficient and valid and whether the techniques used to analyze the data were appropriately chosen and applied. In terms of evaluation, the Por Fin I Project would seem to meet both of these research criteria.

With a few important exceptions, most of the data that has been obtained from previous research efforts has been basically descriptive in nature. To be able to actually employ an experimental design with the population in question (or a sample of the population) allows the researcher to move to a higher level of prediction. By drawing a sample of parents from children in bilingual classes in a school

district in the heart of the "culture of poverty area," it was possible to get a fairly representative sample of undereducated adults with which to experiment. The research staff has been faithful in its obligation to caution the reader that one should not go too far, however, in generalizing the characteristics of the Por Fin sample to all residents of the model neighborhood area.

With a sample of undereducated adults it was possible to perform a neat classical experiment with natural controls to see if the recruitment techniques made a real difference in initial enrollment rates. The sample of adults was divided by use of random number to eliminate any possible biasing of the data in terms of unknown factors. Background characteristics such as age, socio-economic status, religion, and cultural differences were held to a minimum since most of these respondents were quite alike in terms of these factors. It was then possible to see if a difference existed in terms of initial enrollment between those in the control group, who were not visited by the recruiter, and those in the experimental group, who were. The control group was, of course, exposed to another recruitment technique. During this period, extensive mass media techniques were being used in the area to urge those without a high school degree to come to one of the several educational programs available. These mass media programs are, of course, broadcast in Spanish as well as in English. It can thus be assumed that all of the respondents in the control group were exposed to some of these techniques of mass media recruitment. The Por Fin Staff then determined, by the use of the Chi-Square technique, that a significant difference did result from varying

the methods of recruitment in favor of the face-to-face method. The consultant's final conclusion is that this was in fact a valid research design with an appropriate analysis.

Overall, the Por Fin Project seems to have met well its initial goal of developing an effective recruitment technique and testing its validity in the field. In both the technical and programmatic sense, it was extremely well planned and successful.

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